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ABSTRACT

This guide is designed to be used by Literacy Volunteers of America (LVA)--New York State tutors providing services to Youth Division Aides (YDAs) of the New York State Division for Youth. (YDAs supervise youth living in the state residential care system.) It describes ways in which tutors can build on the learning that takes place during Essential Communication and Documentation Skills, the inservice training provided to YDAs. Section 1 describes training available to LVA tutors, qualifications for volunteer tutors who provide contextualized tutoring, and duties. Section 2 describes the New York State Division for Youth (DFY) Essentials Program--the curriculum content, learning processes, and assessment. Section 3 provides suggestions for working with the YDA's individual development plan and helping the YDA develop plans for reaching goals. Section 4 guides the tutor in planning lessons that adapt the instructional approaches to the YDA's work-related reading goals. Section 5 emphasizes the importance of writing in daily work and helps the tutor teach job-related writing. Section 6 presents assessment as a natural part of tutoring and describes portfolio assessment. Section 7 gives a brief description of the four types of youth residential facilities and gives the tutor an idea of what a YDA is expected to do on the job. An appendix includes resources to use in planning the tutoring sessions as well as an 8-item list of additional resources the tutor may find useful. The companion publication provides information the affiliate administrator needs for taking YDAs into their programs as learners. Three sections cover the following: tutor requirements; intake, monitoring, and tutor support; and reporting process. (YLB)

ED 380 677

Guide to Contexualized Workplace Tutoring
Administrator's Guide to Implementing Contextualized Workplace Tutoring

Rockefeller College Workplace Literacy Program

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Guide to Contextualized Workplace Tutoring

for

Literacy Volunteers of America –
New York State Volunteers
Tutoring Youth Division Aides
of the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program (NWLP) Grant (FY 1992) within a project administered by the Professional Development Program of Rockefeller College, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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November, 1994

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Without the patience of Janice Cuddahee, Associate Executive Director of Literacy Volunteers of America - New York State, the tutoring component of this project and these manuals could not have been possible. Her expertise and perspective in the statewide volunteer tutoring scene served the evolution of the tutoring component well. Janice was responsible for the development of the reporting process for the Affiliate Administrators among other things. In addition, the role of advisement in the development and review of the guides played by Virginia Gilbertson, LVA NYS Director of Education was valuable. We thank LVA NYS for making the time of these two talented individuals available to this project.

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Special thanks go to the staff at Rockefeller College for their contributions to the development, revision, and finalization of the *Guides*, including Mary Hall, who performed the job of final editing and proofing and who was responsible for designing the format and layout and coordinating the final production. Sandy Guntner executed the design and completed all word processing and graphic work. Her patience throughout the many versions of the guides was essential. Christine Katchmar acted as overall director of the development effort and was responsible for writing the Preface.

Preface

The *Guide to Contextualized Workplace Tutoring* and the *Affiliate Administrator's Guide* were conceived and developed in New York State within a project supported by the U.S. Department of Education's National Workplace Literacy Program (NWLP). The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Professional Development Program of Rockefeller College, University at Albany through the Research Foundation, State University of New York – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing skills; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the work force."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component of the project, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. As the educational entity in this partnership Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State Agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency, and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

Rockefeller College was awarded the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context for the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities.

Initial input from focus groups and an Advisory Committee of administrators, supervisors, and employees of DFY was integral to curriculum development. This input, combined with the results of the extensive field work, laid the foundation for a 40-hour curriculum, *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by review and input from training division staff of DFY.

The curriculum is now a core component of the training given by DFY to all newly-hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they will be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services, such as tutoring, for select YDAs.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

The Tutoring Component

The tutoring component of this workplace literacy project is provided through Project REACH support. Project REACH is the workplace basic skills program available to all New York State CSEA-represented employees. Project REACH is a joint labor / management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. The Project REACH brochure in the appendix of the *Guide to Contextualized Workplace Tutoring* provides a detailed description of its services and structure.

The impetus for the initial proposal to the NWLP for this project came from Project REACH, who, with CSEA, had had broad statewide experience with workers like the DFY YDAs and who had become well aware of the literacy needs of New York state employees. Both CSEA and GOER - Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they realized the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA could receive through the 40-hour *Essentials* program, if needed.

Project REACH and CSEA have had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies. Therefore, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. The *Guide to Contextualized Workplace Tutoring* and its companion, the *Affiliate Administrator's Guide*, are the working products of this component.

The *Guide to Contextualized Workplace Tutoring* and the *Affiliate Administrator's Guide* are collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College. Rockefeller College is pleased to have been a part of such a dynamic and collaborative development process and is eager to provide these resources to the volunteer tutoring system of New York State. The hope is that these products will be instrumental in continuing the work conceived and initiated within the New York State Division for Youth by the Rockefeller College Workplace Literacy Project.

How to Use the *Guide to Contextualized Workplace Tutoring*

The *Guide to Contextualized Workplace Tutoring* was developed in 1993-4 for Literacy Volunteers of America - New York State. It is designed to be used by LVA tutors providing services through Project REACH to YDAs of the New York State Division for Youth. The *Guide* describes ways in which the tutor can build on the learning that takes place during *Essential Communication and Documentation Skills*, the in-service training provided by the New York State Division for Youth to its Youth Division Aides. The *Guide* gives tutors the information they need to help YDAs further develop their reading and writing skills and to continue the job-related learning that was begun in *Essentials*. Above all, the *Guide* is designed to help tutors work in partnership with YDAs and to encourage the YDAs to continue taking responsibility for their own learning.

The *Guide* is a resource that the tutor can use for guidance and assistance in developing an overall instructional strategy as well as in developing specific lessons or plans for tutoring sessions with DFY YDAs. The contents of the *Guide* describe what will work, how it will work, and how to implement the tutoring with the YDA. The *Guide* offers a general instructional philosophy and presents principles as well as detailed instructions for building a successful tutoring program contextualized to the DFY workplace and the job of the YDA.

The *Guide* consists of seven sections of content pertaining to contextualized tutoring with DFY employees and an extensive Appendix of materials to refer to during tutoring or to supplement the tutor's knowledge of contextualized tutoring and the DFY workplace.

Section 1 Introduction describes the *Guide's* purposes, the training available to LVA tutors and the process to get training, the qualifications for volunteer tutors who provide contextualized tutoring as part of this Workplace Literacy Project, specific duties of the tutors, and the reporting procedures that the tutor and the YDA must follow.

Section 2 The DFY *Essentials* Program gives an overall idea of *Essentials*, includes the objectives of the 40-hour curriculum and an explanation of the philosophy which shaped the whole program; it describes the curriculum content, the learning processes, the five types of assessment that are part of *Essentials*, and the Individual Development Plans that participants develop.

Section 3 Learning Goals: Working with the IDP provides suggestions for working with the YDA's Individual Development Plan and for helping the YDA to develop specific plans for reaching his/her reading and writing skills goals.

Section 4 Developing Work-Related Reading guides the tutor in planning lessons which adapt the instructional approaches s/he has been taught as a tutor to the YDA's work-related reading goals. The section focuses on the instructional techniques and reading strategies presented in *TUTOR, Seventh Edition*, which correlate with the techniques and reading strategies taught during *Essentials*.

Section 5 Developing Work-Related Writing emphasizes the importance of writing in the daily work of a YDA and helps the tutor teach job-related writing as a process in which the YDA maintains ownership and responsibility for his/her writing. This section also presents several writing mechanics problems common to the writing done by YDAs across New York State and offers suggestions for working with the YDA in these areas.

Section 6 Integrating Assessment into Tutoring presents assessment as a natural part of tutoring and reminds tutors of the ways in which they already assess learning. The section also describes portfolio assessment, which was part of *Essentials*, and encourages tutors to continue using this informal assessment process.

Section 7 Learning about the Division for Youth gives a brief description of the four types of youth residential facilities, gives the tutor an idea of what a YDA is expected to do on the job, and gives tutors an idea of what to expect at a Division for Youth residential facility if the YDA prefers to have the tutoring done at the facility.

The **Appendix** includes valuable resources to use in planning the tutoring sessions as well as a list of additional resources that the tutor may find useful. The **Table of Contents** functions as the index to help the tutor quickly locate information.

The *Guide to Contextualized Workplace Tutoring* is designed to be used in conjunction with *TUTOR: A Collaborative Approach to Literacy Instruction, Seventh Edition* (Syracuse, NY: Literacy Volunteers of America, 1993). Throughout the *Guide* there are references to specific pages in *TUTOR, Seventh Edition*. The tutor will need to refer to those pages for literacy instructional approaches and techniques because that information is not repeated in this *Guide*. It is assumed that the tutor will become familiar with *TUTOR, Seventh Edition* and then use this *Guide* to adapt those approaches and techniques to the job-related reading and writing of the YDA's day-to-day work.

This *Guide to Contextualized Workplace Tutoring* is a self-instructional text. Following each section are questions that will help the tutor summarize the information in that section and apply the information as s/he plans lessons for the YDA's tutoring sessions. The tutor will be best prepared to provide quality, contextualized tutoring for the YDA if s/he:

- Completes a *TUTOR, Seventh Edition*, workshop following the Basic Literacy Trainer's Guide, 1994 (or in-service training updating tutors on the instructional techniques and approaches in *TUTOR, Seventh Edition.*
- Studies this *Guide* and answers the Summary and Application Questions.
- Participates in the pre-service training and individualized technical assistance offered as part of the Rockefeller College Workplace Literacy Project for DFY (See Section 1 Introduction).

We wish you every success with contextualized workplace tutoring. We will continue to be available for any discussion or questions.

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Section 1 Introduction

Job-related tutoring is a new approach for LVA-NYS tutors. Yet, this is exactly what tutors are being asked to do in conjunction with the Rockefeller College/ Project REACH workplace literacy project. Therefore, a guide to help volunteer tutors provide tutoring contextualized to the workplace of the New York State Division for Youth was necessary. This *Guide to Contextualized Workplace Tutoring* gives you, the tutor, the information you need to help build the job-related reading and writing skills of the staff members of the New York State Division for Youth, the Youth Division Aide (YDA). The *Guide*, is designed to enable you to teach from a focus that complements the learning that has taken place for the YDA during his/her participation in the DFY workplace literacy training program, *Essential Communication and Documentation Skills*. Following the suggestions of the *Guide* will help you encourage the YDAs to continue the skill development that began in *Essentials* and also allow the YDA to continue to take responsibility for his/her own learning.

Purpose of the Guide to Contextualized Workplace Tutoring

Because the purpose of a workplace literacy program is to improve job-related literacy skills, the tutoring provided should focus on the reading and writing skills needed in the context of the job and the workplace. Therefore, one purpose of this *Guide* is to provide you with an understanding of the context in which the tutoring is given - the New York State Division for Youth residential facility and the job of the YDA. It also has the purpose of providing an understanding of the workplace literacy training that the YDAs have gone through that determined their need for tutoring. Furthermore, the *Guide* has the purpose of providing very concrete guidance on how to tutor the YDA using the contextualized workplace literacy approach.

The *Guide* should be instrumental in helping you acquire the information you need to work in coordination with the Division for Youth's workplace literacy training program. It will give you guidance in developing the expertise and skills you need to be a successful tutor in contextualized workplace literacy, particularly in further developing the reading and writing skills that the Youth Division Aides need to do their job as direct child care supervisors of the youth in DFY residential facilities.

This *Guide* is intended to be used in conjunction with *TUTOR: A Collaborative Approach to Literacy Instruction, Seventh Edition*. This *Guide* will help you apply the approaches and techniques presented in *TUTOR, Seventh Edition* to the reading and writing that YDAs need to do on the job.

Training and Technical Assistance

In addition to the help in this *Guide*, technical assistance for basic tutoring questions is available to you through the regular support process of the LVA affiliate. Through March 31, 1995, the Workplace Literacy Project will also provide technical assistance related to contextualized tutoring questions. This includes pre-service training and ongoing technical assistance. Further technical assistance may be arranged by LVA-NYS and Project REACH.

Pre-Service Training

Pre-service training can be arranged via a telephone call to Project REACH (1-800-253-4332). At that number a pre-service training by telephone with staff of the Rockefeller College Workplace Literacy Program can be set up.

This pre-service training should be scheduled between the time you receive the *Guide to Contextualized Workplace Tutoring* and your tutoring session with the YDA. Pre-service training will be most helpful if you read through this *Guide* and answer the Summary and Application Questions first.

One Month Follow-Up Technical Assistance

The Workplace Literacy Project also can provide technical assistance related to contextualized tutoring. After several tutoring sessions with the YDA but before the end of the first month of tutoring, you can call Project REACH (1-800-253-4332) for follow up technical assistance. As with the pre-service training, staff of Rockefeller College will contact you to schedule a convenient time for this individualized technical assistance.

On-Going Technical Assistance

Contextualized tutoring is new for LVA-NYS tutors and for Project REACH, and it is expected that you will have many questions as your tutoring sessions with the YDA continue past the first month. When you have questions, call Project REACH (1-800-253-4332) to request assistance. You will be connected to the appropriate resource.

Requirements for Tutors

This section describes the qualifications of volunteer tutors who provide contextualized tutoring as part of this Workplace Literacy Project. It also outlines some specific duties that are in addition to those of other tutors in your LVA affiliate's program. Meeting these qualifications and completing the specific duties can help ensure that this contextualized tutoring experience is a successful experience for you and the YDA.

Qualifications

The following are important qualifications included in the screening process for identifying tutors to provide contextualized tutoring for YDAs. Please note that these qualifications are in addition to those listed in the Tutor Job Description in *Maintaining the Balance: A Guide to 50/50 Management* (p. 127).

- High-level reading and writing skills
- Willingness to tutor intermediate and advanced learners
- Belief in a participatory approach to working with learners
- Willingness to maintain a high degree of confidentiality
- Willingness to tutor the YDA at the Division for Youth residential facility where the YDA works, if that is the YDA's preferred tutoring site

Specific Duties

Tutors who provide contextualized tutoring for YDAs have some specific duties that other LVA tutors do not have. The purpose of these duties is to ensure that (1) tutors are well-prepared for this specialized tutoring assignment, (2) the tutoring sessions build on the YDA's learning experience in *Essentials*, and (3) the reporting needed by the YDA's supervisor is carried out on a regular basis. Again, these specific duties are in addition to those listed in the Tutor Job Description in *Maintaining the Balance: A Guide to 50/50 Management* (p. 127).

- Complete *a TUTOR, Seventh Edition*, workshop following the *Basic Literacy Trainer's Guide, 1994* (or in-service updating tutors on the instructional techniques and approaches in *TUTOR, Seventh Edition*).
- Study the *Guide to Contextualized Workplace Tutoring.*
- Participate in pre-service training and technical assistance related to contextualized tutoring.
- Prepare job-related lessons following the suggestions in the *Guide to Contextualized Workplace Tutoring.*
- Incorporate goals from the YDA's Individual Development Plan into lesson plans.
- Continue portfolio assessment as part of the on-going assessment process.
- Sign the YDA's "DFY Youth Tutoring Attendance Form" following each tutoring session to verify the YDA's attendance at the tutoring session. (See Appendix C: "DFY Tutoring Attendance Form.")

Tutoring Attendance Form

Upon completion of *Essentials*, if YDAs wish to receive further help with their reading and writing skills, tutoring is available through LVA-NYS' Project REACH contract with the Governor's Office of Employee Relations. If a YDA decides to take advantage of this tutoring, s/he has two choices. S/he may choose to keep the tutoring confidential, and no one at DFY or at the YDA's work site is told that s/he is involved in tutoring. The YDA also has the option of being paid for half of the time spent in tutoring sessions, up to a total paid time of two hours each week. If the YDA chooses this option, s/he tells his/her Training Coordinator that s/he has signed up for tutoring, and the Training Coordinator works with the YDA's supervisor to arrange the YDA's work schedule to allow the paid time off for the tutoring sessions.

If the YDA is receiving paid time off to attend tutoring sessions, DFY requires that the YDA provide documentation of his/her attendance at the tutoring sessions. This documentation is the "DFY Tutoring Attendance Form." (See Appendix C for a sample.) You do not need to maintain this form in your records of the tutoring sessions. Instead, the YDA will bring the form to each tutoring session for your signature and take it back to his/her facility after each tutoring session.

As the tutor, your only responsibilities with regard to this form are to:

- Sign the "DFY Tutoring Attendance Form" for each tutoring session, verifying the YDA's attendance.
- At the last tutoring session with the YDA, indicate on the "DFY Tutoring Attendance Form" the date that the tutoring sessions are ended. Also indicate if the YDA has been referred to another education provider for further skills development.

Your Tools and Your Partner

You may find yourself challenged as you plan contextualized tutoring sessions that address the job-related reading and writing responsibilities of a YDA. However, you have two tools and a partner to help you. The first tool, this *Guide to Contextualized Workplace Tutoring*, will help you plan lessons that directly relate to the YDA's learning goals. A second tool is *TUTOR: a Collaborative Approach to Literacy Instruction, Seventh Edition.* Throughout this *Guide*, you will find references to specific pages in TUTOR, Seventh Edition. You will need to refer to *TUTOR, Seventh Edition* for literacy instructional approaches and techniques because that information is not repeated in this *Guide*. It is assumed that you will become familiar with *TUTOR, Seventh Edition* and then use this *Guide* to adapt those approaches and techniques to the context of the YDA's workplace.

Finally, you are not working alone – you have a partner, the YDA. In planning tutoring sessions that are job-related, the most important guideline to follow is:

Work in partnership with the YDA.

Together you will be a successful team. The YDA knows the workplace context. You know how to help adults improve their reading and writing skills. Together you can combine your knowledge and experience to plan lessons that meet the needs of the YDA and address the reading and writing that the YDA must do daily on the job.

Summary and Application Questions

1. For whom was this *Guide to Contextualized Workplace Tutoring* developed and what is its purpose?

2. How is contextualized workplace tutoring different from other tutoring you may have done?

3. What other training and technical assistance is available to you?

4. What specific duties need to be done before your first tutoring session with the YDA?

5. What specific duties are ongoing and need to be carried out for the entire time you are working with the YDA?

6. When is the "DFY Tutoring Attendance Form" used?

7. What two tools do you have, and who is your partner to help you with your tutoring?

Section 2 The DFY *Essentials* Program

The YDA you will be tutoring has completed a week-long training entitled *Essential Communication and Documentation Skills. Essentials* is a contextualized workplace literacy program, deriving its content and processes from the DFY setting, specifically using the context of the YDA's job. Having an overall idea of *Essentials* will help you to link your tutoring sessions to the job-related learning of the YDA.

Objectives

Essentials has four overall objectives for participants:

- Enhance their awareness of the communication and documentation skills and responsibilities required at the DFY facility.
- Identify their own strengths and areas for improvement in reading, writing, observation, decision-making, and oral communication.
- Learn strategies for strengthening their skills in reading, writing, observation, decision-making, and oral communication.
- Develop ownership for their own learning in training and on the job at DFY.

Philosophy

The philosophy underlying *Essentials* shaped the content and processes of the curriculum as well as the role of participants in the learning.

Focus On Accomplishing Tasks

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves. Participants in *Essentials* strengthen their reading and writing ability within the framework of work-related tasks.

Individual And Collaborative Practices

Reading and writing on the job are both individual and collaborative practices. *Essentials* offers opportunities for participants to complete tasks both as individuals and as members of collaborative work groups through activities that simulate the reading and writing practices on the job.

Building On Current Knowledge And Skills

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDAs' knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skills.

Learner Involvement

Participants are expected to be involved, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives for *Essentials*. Participants themselves build the content of the writing module by developing and acting out work-related skits that form the basis for writing descriptive reports and log entries. Throughout, YDAs provide feedback to others, helping to assess and improve one another's skills.

On the last day of *Essentials*, YDAs develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plan (IDP) reflects the emphasis of the YDAs being in control of and responsible for their own continuing learning. To develop the IDP, YDAs:

- Do some pre-planning.
- Write a draft of the IDP using information from Personal Progress Portfolios, results from the pre- and post- assessments, and various self-assessment activities.
- Go over the IDP with a peer.
- Meet with the trainer.
- Finalize the IDP, incorporating the suggestions they have received from their peer and from the trainer.

Learning Processes

The learning processes in *Essentials* were designed to address a variety of learning styles.

Throughout, YDAs learn by watching and listening as well as from their own feelings and personal involvement. They have time to think about situations and to analyze ideas.

Learning Processes
Trainer presentations
Whole group discussion and brainstorming
Individual skill-building activities
Paired skill-building activities
Small group skill-building activities
Problem-solving and decision-making activities
Role plays

Content

Essentials begins with observation, and moves through decision-making, oral communication, reading, writing, and form reading and completion. Each module builds upon previous modules reflecting the interrelatedness of these basic skills in the day-to-day work of the YDA.

Observation

YDAs need to be careful observers of the youth they supervise and the environment at the residential facility. In *Essentials* YDAs sharpen their skills in observing and interpreting non-verbal behaviors of youth. They focus on observing environmental factors in the facility that may lead to potential security and safety risks; they practice remembering visual cues that can help them deal with potentially problematic situations. They learn to distinguish between making observations and interpreting what they observe. Finally, they become aware of the need to document what they observe.

Decision-Making

YDAs are constantly involved in making decisions. In *Essentials* they learn that decision-making is a process. In this process they identify when a decision has to be made, they assess the situation and the information available to them, and they think about alternative choices before making the decision. Finally, they are helped to focus on realizing and accepting the consequences of their decisions.

Oral Communication

Oral communication includes both listening and speaking. In *Essentials*, YDAs learn to communicate information in a clear, correct, complete, and concise manner. This includes giving directions to youth in ways that are appropriate for the level of control needed. Being able to communicate effectively is also important when YDAs give oral reports at shift changes. During these reports, YDAs need to quickly but completely describe the important happenings on their shift and any other information the on-coming staff need to know in order to do their job safely and effectively.

Reading

The reading module in *Essentials* focuses on reading strategies. The emphasis is on helping YDAs think about their purpose for reading a particular item and then selecting a reading strategy that fits that purpose. Following is a brief description of the reading strategies presented in *Essentials*.

Making Pre-Reading Decisions about Job-Related Reading – YDAs receive a great deal of reading material on the job. In *Essentials* they practice quickly looking over materials and asking questions to predict what they will be about.

Making Pre-Reading Decisions

Do I know why this was given to me to read?

Is it something I need to know to do my job?

Is it just something interesting?

Is the material "time sensitive?" Is the information current?

Will it be useful in the future, even if it is not useful now?

Skimming for the General Idea and Overall Content – YDAs practice skimming over job-related reading material to get an overall idea of the content.

Skimming

Read titles, information boxes, and any other information at the beginning of the material.

Read section headings.

Look at the first and last paragraphs.

Read the summary, if there is one.

Scanning to Locate Specific Information Quickly – YDAs practice scanning technical material to find specific information quickly.

Scanning

Decide what information is needed.

Decide what key word(s) to look for.

Move eyes quickly down the page, looking for the key word(s).

Semantic Mapping – YDAs are expected to read and understand difficult, technical materials. They also have to remember important details from these materials as they are doing their job. To help them improve reading comprehension and recall of important details, YDAs learn to develop semantic maps of difficult-to-read material.

Semantic Mapping Procedure

Read each paragraph and find the main idea (what everything is related to).

Identify supporting ideas.

Draw a "map" of the information that shows the relationship among the main idea and details of the paragraph.

The semantic maps also serve as a summary of the information, which they can use as a reference later. To demonstrate this, YDAs use the maps they have developed to make a presentation about the information to the rest of the group. Making these presentations also offers an opportunity to integrate their oral communication skills with the reading activity.

As a closure to the reading module, YDAs put these techniques together in a way that simulates how they go about reading back on the job. They are given job-related material and asked to use whichever reading strategies they consider appropriate for getting the information they need from the material.

Writing

In *Essentials*, writing is presented as a process.

Decisions about what is written are left in the hands of the learner. Trainers and other participants are not allowed to make correction marks on the author's writing. They give their input orally, and only the author makes corrections on the writing.

The Writing Process

Plan what you are going to write.

Write a draft.

Assess that draft.

Make changes to the draft.

Get feedback on what you have written from a peer and from a trainer.

Make changes to the draft based on that feedback.

Write a final version.

The writing that YDAs primarily do is documenting events in brief log entries and detailed reports. Their writings are official, legal descriptions of daily happenings in the facility, particularly as they relate to the resident youth. To improve their documentation skills, the writing module of *Essentials* helps YDAs:

- Present information in logical, chronological order.
- Describe the who, what, when, where, and how of events in factual, behavioral terms.
- Discriminate between behavioral statements and opinions; if giving an opinion, they must be able to back that opinion up with facts.
- Improve the mechanics of their writing.

Reading And Completing Forms

Reading forms and completing forms is a large part of YDAs' work. These forms range in complexity from simple checklists to complex forms that incorporate a multi-level format. Because of the variety of forms that are used throughout the DFY statewide system, rather than focusing on each individual form in *Essentials*, YDAs learn a process for reading and completing forms. The process involves determining the purpose of the form and the information needed. It also involves understanding its layout.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, reading and writing are assessed by doing tasks that YDAs actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre And Post Assessment

These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, YDAs watch a video of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, the YDAs perform six tasks:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY technical material related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' ability to complete job-related basic skills tasks.

Self-Assessment

In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve.

Trainer Assessment

Throughout *Essentials*, trainers observe and give input on YDAs' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans.

Peer Assessment

Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner.

Portfolio Assessment

As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas.

In *Essentials* assessment is woven into the curriculum. The processes are designed to address the varying learning styles the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program.

Summary and Application Questions

1. What 'philosophy' of reading and writing do you need to support to be consistent with the DFY training program *Essentials*?

2. How can you use these reading strategies as presented in *Essentials* with the YDA?

   - Making Pre-Reading Decisions about Job-Related Reading

   - Skimming for the General Idea and Overall Content

   - Scanning To Locate Specific Information Quickly

   - Semantic Mapping

3. How does the writing process used in *Essentials* compare with the writing process in *Tutor, Seventh Edition*?

4. How can you incorporate the four skills involved in good documentation writing at DFY into this writing process?

5. What types of assessment is the YDA familiar with as a result of *Essentials*?

Section 3 Learning Goals: Working with the IDP

During *Essentials*, YDAs develop an Individual Development Plan (IDP). In the first tutoring session(s), ask the YDA to go over the IDP with you. Initially, looking at the entire IDP will give you a better overall understanding of the YDA's job responsibilities and goals. However, during tutoring you will be focusing on the reading skills and writing skills goals only.

Making the IDP Goals Specific

During *Essentials*, the YDA developed at least one goal related to reading skills and one goal related to writing skills. It is important for the YDA to describe these goals as clearly as possible. This is often difficult to do, and you may need to spend time discussing these goals in order to help the YDA be specific. You might suggest mentally picturing the accomplishment of the goal. What would the YDA be doing? What would it look like to be carrying out the goal? How would it appear to others? Your role during these discussions about the IDP will be very much that of a coach, helping the YDA to think clearly and specifically about individual development in these areas. Also, as you ask questions that help the YDA clarify what is to be accomplished, you are deepening your own understanding of the YDA's job-related goals and skills.

Here are some suggestion for helping the YDA be more specific. Look at Sections D and E of the IDP in Appendix D as you read the following. The words in bold type refer to the questions on the IDP.

Why is this goal important to me? You may find that the YDA has a very clear reason for the importance of the goal. Listen carefully to this reason.

What can I do to achieve this goal? Emphasize the importance of having a definite plan for reaching each goal. Help the YDA think about specific steps that would lead to accomplishing the goal. As you discuss this, ask questions that help you better understand the reading and writing skills the YDA needs to develop. What specific things does the YDA have to work on to accomplish the reading goal? What aspects of the writing need to be improved in order to accomplish the writing goal?

What are some things that might get in the way? This is a question for which YDAs may already have specific, realistic responses. They know the demands of their job and the barriers that may interfere with accomplishing the goals. Ask what is difficult about doing those things. When the YDA can describe what is difficult to do, it will be easier to come up with ways to overcome the difficulty.

Who could help me? What support do I need? The YDA may have certain people at work who could be especially helpful. Now the YDA has an additional source of support – you, the tutor. This is a good time to discuss how you can help the YDA reach the reading and writing goals. Listen carefully and then offer your own suggestions. Explain that you will be planning specific learning activities for the tutoring sessions, and you would appreciate any suggestions and feedback on how helpful those activities are in moving toward these goals.

How will I measure my improvement? How will you and the YDA recognize improvement in reading skills and writing skills? Work together to identify some specific ways to measure improvement. They do not need to be complicated or formal measures, but they do need to be something tangible the YDA can point to and say, "Yes, I can definitely see that I'm getting better at doing this."

How will I know that I have achieved this goal? Have the YDA describe what the writing would be like when the writing goal is achieved. What would it look like to supervisors? In what ways will the YDA be a better reader? What will the YDA be able to do that is difficult now? Encourage imagining what it would be like to have achieved the goals; encourage as detailed descriptions as possible.

One-Year Timeline. The last page of the IDP is a one-year planning time line. This can be a useful tool for setting times to measure improvement. For example, a writing goal might be to write more clearly by improving the use of pronouns. The YDA might decide to assess improvement every three months by looking back over reports written on the job to see progress in pronoun use.

Moving from Goals to Lessons

Be sure to take notes during these early discussions about the IDP. Later you can use these notes in your lesson planning. (See *TUTOR, Seventh Edition*, "Using Goals to Plan Lessons," pp. 123-124.) As you look over your notes, think about the reading and writing tasks that are involved in accomplishing the goals. Then decide which skills the YDA will need to do those tasks.

During *Essentials*, YDAs also maintained individual portfolios, called "Personal Progress Portfolios," which included samples of the work they did. Ask the YDA to bring the Personal Progress Portfolio to the tutoring sessions. Having an opportunity to look over the portfolio pieces will give you a better understanding of the YDA's reading and writing skills and may also give you ideas about ways to begin working toward the IDP goals.

And remember you don't have to decide all of this by yourself. You have a partner – the YDA. YDAs know their jobs and what they need in order to do that job better. Your part in this partnership is to share your knowledge of reading and writing and link that knowledge to the YDA's personal goals.

Summary and Application Questions

1. What is included in the YDA's Individual Development Plan? (See Appendix D)

2. How can you help the YDA make his/her goals more specific?

3. What are some ideas for using the YDA's Individual Development Plan to work on reading and writing? (e.g. You could list some questions to ask to help the YDA be more specific about his/her reading and writing goals. You could use the One-Year Timeline to help the YDA plan specific ways and times to assess progress toward the reading and writing goals.)

NOTES:

Section 4 Developing Work-Related Reading

As an LVA tutor, your primary focus has been developing reading skills. Much of what you are used to doing will be the same when you do contextualized tutoring.

DFY Reading

Begin by looking over your notes from the discussion you had about the reading skills goal on the Individual Development Plan. (See "Learning Goals: Working with the IDP," Section 3.) Talk about what the YDA reads on the job. Ask about the purpose for reading each. You may find it helpful to look at "A List of What a YDA Reads on the Job" in Appendix E. Then, have the YDA explain to you, very specifically, what is difficult about this reading. For example, is it the technical vocabulary? Is it understanding the complex sentences? Or does it involve more basic reading skills such as knowing how to use context clues to predict the meaning of words? Be sure to take notes during this exploration. You will find these notes useful as you translate the YDA's goals into objectives for learning. After you have an idea of the type of reading the YDA needs to do and what is difficult about this reading, determine which skills s/he needs to improve in order to accomplish the purpose. Decide which areas to begin with and develop lesson plans for each tutoring session.

Instructional Techniques

Use the instructional techniques you have been taught as a tutor and adapt them to the YDA's work-related reading. For example, here are some techniques that you may find particularly useful.

Language Experience

Have the YDA describe situations and procedures at work. You may want to refer to Section 7, "What the YDA Does: The YDA Job Responsibilities" as background. The language experience approach can also be useful with mid- to high-level readers with good oral communication skills who have difficulty translating their thoughts into writing. Seeing the direct connection between spoken and written language may help them become more fluent and confident writers. (See TUTOR, *Seventh Edition*, "Language Experience," pp. 48-53.)

Sight Words

Ask the YDA to identify difficult work-related vocabulary. If s/he is able to bring actual work-related reading samples to the lesson, use those materials as a source of vocabulary words. However, much of the material that the YDA reads on the job is confidential and cannot be removed from the facility. In this case, ask him/her to write down difficult words at work and bring this list of words to the tutoring sessions. You might also want to use some of the samples of work-related reading and writing in Appendices F and H as a source of sight words. Help the YDA make a personal word list of those terms. (See also *TUTOR, Seventh Edition*, "Sight Words and Context Clues," pp. 53-56.)

Context Clues

A variation of the cloze procedure can help YDAs use context clues to predict the meaning of difficult words. Develop cloze exercises based on job-related material and or job-related content if the actual materials are not available. (See TUTOR, *Seventh Edition*, "Context Clues," pp. 57-58.)

Phonics

Select work-related words to develop exercises on consonants, consonant blends, consonant digraphs, etc. These could be words the YDA brings in from work, or you may want to refer to "Work-Related Vocabulary Samples," Appendix G. (See also TUTOR, *Seventh Edition*, "Phonics: Letter-Sound Relationships," pp. 58-66.)

Word Patterns

Use work-related words as the basis for developing the YDA's understanding of word patterns. As the YDA learns to recognize these patterns, looking for patterns in multi-syllabic words can be particularly helpful as s/he encounters the technical vocabulary in DFY materials. Again you may want to refer to "Work-Related Vocabulary Samples," Appendix G. (See also *TUTOR, Seventh Edition*, "Word Patterns," pp. 66-73.)

Reading Strategies

The reading strategies in *TUTOR, Seventh Edition* ("Reading," pp. 38-43) correlate to the reading strategies the YDA worked on in *Essentials*.

Pre-Reading Decisions

YDAs receive many things to read at work. They usually have just a few minutes at the beginning of a shift to decide how carefully they need to read it, and whether it is something they need to keep for reference. In *Essentials*, YDAs practice making these decisions quickly. To do this, they look over job-related materials and predict what the material will be about by answering specific questions.

Pre-Reading Decisions

Do I know why this was given to me to read?

Is it something I need to know to do my job?

Is it just something interesting?

Is the material "time sensitive"? Is the information current?

Will it be useful in the future, even if it is not useful now?

Continue to use these questions as you work with the YDA on "before reading" strategies. (See *TUTOR, Seventh Edition*, "Before Reading," p.38.)

Skimming for Overall Content

To answer the pre-reading questions listed on the previous page, the YDA needs to quickly get an overall idea of what the reading material is about. During *Essentials*, YDAs practice skimming over reading material to get a general idea of the content.

Skimming for Overall Content

Read titles, information boxes, and any other information at the beginning of the material.

Read section headings.

Look at the first and last paragraphs.

Read the summary, if there is one.

Encourage the YDA to continue skimming over material before reading it carefully. By previewing it this way, s/he can make connections between what the material will be about and what s/he may already know about the content. It will also help him/her make decisions about which reading strategies to use.

Scanning for Specific Information

Another reading skill that a YDA needs is to be able to find specific information quickly in a reference text. Time is often very limited, and the YDA needs to scan through material and find information without having to read every word. During *Essentials*, YDAs practiced scanning through job-related materials and you can help the YDA continue to get better at this.

Scanning for Specific Information

Decide what information you need.

Decide what key word(s) to look for.

Move your eyes quickly down the page, looking for the key word(s). You may want to use a finger or a pointer to help focus and guide your eyes down the page.

Two important steps in scanning are: (1) knowing what information you need, and (2) deciding on one or two words that will key in on that information. For example, a YDA may need to drive a youth from one residential facility to another. DFY has specific regulations about how many staff need to accompany the youth on this trip. If the YDA doesn't know how many staff are required, s/he can look up this information in a DFY Policy Manual Section on "Transporting Youth." Two words that would key in on that information are *staff required*. Rather than reading through the entire Policy Manual Section, the YDA could quickly find the information by scanning through each page, looking for these key words. As you work with the YDA on scanning, emphasize the scanning steps.

If for reasons of confidentiality the YDA is not able to bring actual work materials to the tutoring sessions, you can prepare lessons on scanning using other materials. For example, use work-related reading and writing samples in Appendices F and H or newspaper articles. When you plan this lesson, select information at several different points in the work-related reading or in the newspaper article and have the YDA scan the material to find this specific information.

Comprehension and Recall

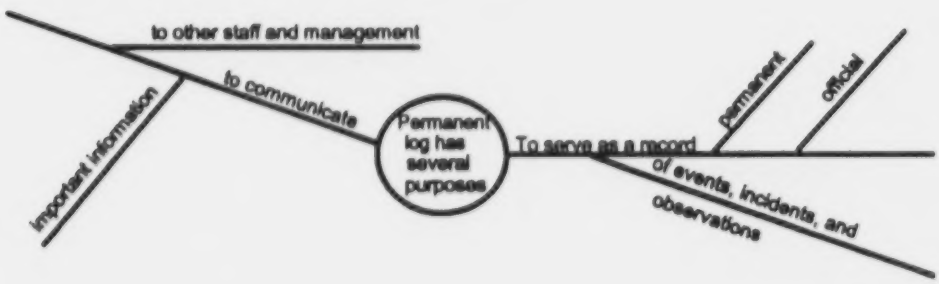
YDAs need to read and understand technical material, much of which describes Division for Youth policies and gives YDAs guidance in dealing with situations that arise during their daily supervision of youth. YDAs need to remember this detailed information and apply it on the job. Because of this, comprehension and recall are important skill areas for you to work on with the YDA. (See *TUTOR, Seventh Edition*, "Comprehension," pp. 40-43.)

In working on comprehension, it will be helpful to the YDA to continue using a technique that was introduced in *Essentials* called semantic mapping. The purpose of semantic mapping is to show the main idea of a paragraph and the relation of supporting details to that main idea. The main idea is shown in a circle in the center of the diagram; the supporting details are put on lines branching off the circle. To illustrate, here is some information from the DFY Policy Manual:

Permanent logs fulfill several purposes:

1. *To serve as a permanent and official record of events, incidents and observations.*
2. *To communicate important information to other staff and management.*

The main idea in the above example is that permanent logs fulfill several purposes. In the "map" below, the main idea is in a circle at the center. The two main purposes of the permanent logs are (1) *to serve as a record* and (2) *to communicate*. These purposes show as two main branches off the circle.

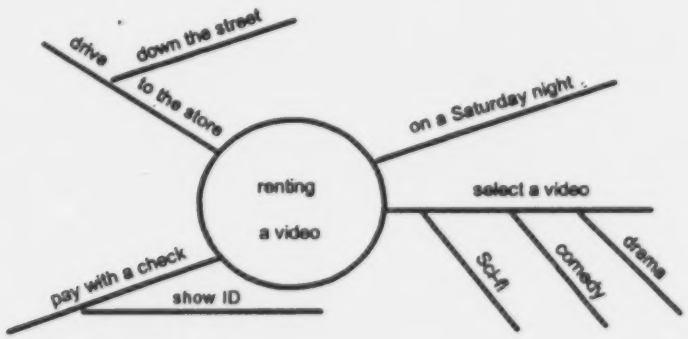


There is additional information about the record: it is *permanent and official*, and it is a *record of events, incidents and observations*. These supporting details show as lines off the main branch *to serve as a record*. The second purpose of the log gives additional information about communication: what is communicated needs to be *important information*, and it is communicated *to other staff and management*. These supporting details show as lines off the main branch *to communicate*.

If the YDA is having trouble identifying the main idea and supporting details in technical materials, you might encourage the YDA to start from the perspective of a writer of detailed material. Guide the YDA in deciding on a main idea and supporting details about a familiar topic, for example, renting a video, and then organizing the information about renting a video into a semantic map.

Begin by asking the YDA to brainstorm details related to renting a video. Then have the YDA organize these details to show the relationship among them. You may need to help the YDA figure out some categories to clarify these relationships. For example, perhaps the YDA's brainstormed list of details includes selecting different types of videos. Have the YDA group the different types of videos under the category *select a video.* Help the YDA analyze the brainstormed details to identify other categories.

Then have the YDA develop a semantic map showing the main idea, *renting a video,* the categories as branches off the main idea, and related details as smaller branches off each category. The semantic map might look something like this:



Point out that writers of job-related technical material organize their writing so as to present a main idea and supporting details. The YDA, as the reader of this material, needs to "climb into the thinking" of the writer, decide what the writer's main idea is, find the supporting details, and determine the relationship among those details. This will help the YDA understand the content and be able to recall it later.

As you prepare to help the YDA with semantic mapping, you might want to practice this technique yourself on some material that is difficult for you to read or that has many details that you need to remember. Develop a semantic map of the information. Then turn the map over and try to recall the important details. You may be surprised at how many details you remember after analyzing it in this way.

Summary and Application Questions

1. How can you learn about the types of reading the YDA does on the job?

2. How could you apply these instructional techniques to the YDA's work-related reading? (Develop some sample activities for each. You may wish to refer to Section 7, "What a YDA Does: A YDA 's Job Responsibilities" and to Appendix F, "Work-Related Reading Samples" and Appendix H, "Work-Related Writing Samples.")

   - Language Experience

   - Sight Words

   - Context Clues

   - Phonics

   - Word Patterns

3. Develop some plans to help the YDA continue using these reading strategies that were taught in *Essentials*. Use Appendix F, "Work- Related Reading Samples" and Appendix H, "Work-Related Writing Samples" as a basis for developing your plans.

   - Pre-reading decisions

   - Skimming for overall context

   - Scanning for specific information

   - Improve his/her comprehension of difficult material

   - Recall the details of what s/he reads

4. How can you help the YDA continue to use semantic mapping?

Section 5 Developing Work-Related Writing

Writing is an important part of a YDA's job, and it will be important to spend a part of each tutoring session working on writing.

DFY Writing

As you prepare to help the YDA improve his/her job-related writing skills, begin by looking over your notes from the discussion you had with the YDA about the writing skills goal on his/her Individual Development Plan. (See "Learning Goals: Working with the IDP," Section 3.)

Also, discuss with the YDA the type of writing done on the job. Be sure to ask questions to help you better understand the writing requirements of this job. You will find that most of the writing YDAs do on the job is documenting events that take place. The YDA needs to write about these events in a daily log that is kept in the DFY youth facility. YDAs also need to document significant events in special reports. Both the logs and the special reports are official, legal documents, and it is important that YDAs do this documentation well.

For this type of writing, YDAs need to be able to clearly and accurately describe events that take place by answering five documentation questions.

Documentation Questions

Who is doing the action?

What action is taking place?

Where is the action taking place?

When did the action take place?

How did the action occur?

As you know, these are the questions that a well-written newspaper article answers. An important part of your helping the YDA improve his/her writing skills will be to focus on answering these questions clearly and concisely.

Writing Process

Process writing as described in *TUTOR, Seventh Edition* (See "The Writing Process," pp.78-91) is similar to the way in which YDAs went about improving their writing skills in *Essentials*. Continue using this process as you work with the YDA on improving writing skills.

Have the YDA describe the type of situations at work that would require a log entry or a report. Again, here is where your partnership with the YDA makes your task easier. Your role as tutor does not require that you know what these situations are. The YDA knows the work setting and knows when a log entry or written report would be required. Your role is to help the YDA clearly and concisely answer the five documentation questions as they relate to the situation.

As you work on writing, encourage the YDA to assess his/her own writing in the same way as during *Essentials*. After the YDA completes a first draft, have him/her read the draft aloud and pencil in any changes. After the YDA has gone over the writing, it is your turn. Begin by making some positive comments, then offer any suggestions for changes that would make the writing clearer, more concise and, in general, communicate better. **But do not write corrections on the YDA's draft.** During *Essentials*, final decisions about the writing are left up to the author – the YDA. Trainers are told NOT to make correction marks on the author's writing. They give their input orally, and the YDA makes changes on the draft before rewriting the final version. By continuing this practice, you will keep the ownership and responsibility for the writing with the YDA.

Writing Mechanics

Several writing mechanics problems are common in the log entries and reports written by YDAs in DFY residential facilities across New York State, and these problems get in the way of clear communication.

During Essentials, the YDAs received handouts about writing mechanics. You may want to ask the YDA to bring these to the tutoring sessions. They can be a good starting point as you work with the YDA in improving writing in these areas. Following are some points you can cover.

Writing Mechanics Problems

- Writing sentence fragments
- Writing run-on sentences
- Misspelled words
- Unclear use of pronous
- Incorrect punctuation

Sentence Fragments

Sentences that do not have at least one subject and one verb are called sentence fragments.
Example: *The resident came into the room. Sat on the sofa.*
The second part is a sentence fragment – it does not say who sat on the sofa.

Sentence fragments can be corrected by adding a subject and/or a verb or by adding the fragment to another sentence.
Example: *The resident came into the room. She sat on the sofa.*
The resident came into the room and sat on the sofa.

Run-On Sentences

Sentences that are written as one sentence but have two subjects and two verbs are considered run-on sentences.
Example: *All residents went to lunch most of them didn't eat the pie.*

A run-on sentence can be corrected by breaking it into two sentences or by inserting a joining word like *and* or *but*.
Example: *All the residents went to lunch. Most of them didn't eat the pie.*
All the residents went to lunch, but most of them didn't eat the pie.

Spelling

Spelling is important to writers. As with reading, you will want to help the YDA develop strategies for improving spelling. Again, the goal is to help the YDA be in control of his/her own learning and to provide the tools s/he needs to do that. *TUTOR, Seventh Edition* gives you specific ways in which you can help the YDA do just that. Apply the ideas on pages 95-96 and 184-185 of *Tutor, Seventh Edition* to the job-related writing that the YDA needs to do.

For example, ask the YDA what s/he does when s/he needs to write a word s/he cannot spell. Solicit suggestions such as: ask someone else, look it up in a dictionary or electronic speller, make a best-guess, use a different word.

Ask the YDA for examples of words that s/he may need to use in log entries and activity reports that are difficult to spell. Suggest that s/he keep a learning list of these words and practice spelling them once or twice a day. Suggest hints for learning the spelling of words.

Hints for Spelling

Say and spell the word out loud.

Look at the word, then close your eyes and picture it.

Make up a rhythmic way of spelling the word.

Write the word until you are certain of the spelling.

Pronouns

A common problem for writers is the over-use of pronouns. The result is confusion for the reader. This can be an important problem in the type of legal documentation writing that YDAs need to do. For example, the following sentence shows unclear use of pronouns to describe a situation.

Example: *YDA Green was cleaning the rec area. Resident Alfred was moving toward him. He swerved sharply, and he yelled loudly.*

Because of the way these pronouns are used, it is unclear who swerved and who yelled loudly. Yet this is important information that a reader needs in order to understand what happened.

Remind the YDA that pronouns are words used in place of nouns and that there are a limited number of commonly used pronouns.

Commonly Used Pronouns

I, you, he, she, it, we, they (These are used as subjects of a sentence.)

Me, you, him, her, it, us, them (These are used as objects in a sentence.)

My, mine, your, yours, his, her, hers, its, theirs, our, ours, their, theirs (These are used to show possession.)

Punctuation

Emphasize that punctuation can help writers communicate effectively. When punctuation is used well, it can clarify information. When not used well, it can confuse information and interrupt thought. Following are some points to make about the most commonly used punctuation in the writing that YDAs do on the job.

The period and the question mark – Periods and question marks are used to end sentences. A question mark is used when the sentence is a question.

The comma – The comma represents a short pause in speech. Be sure you have a reason for every comma you use. If you are not sure it is needed, leave it out.

Principles for Comma Use

Separate items in a series (e.g. *Bring a pencil, a pen, and your book.*)

Separate two sentences joined by *and, but, for, nor, or, so yet* (e.g. *She came in, but she didn't sit down.*)

Separate two or more adjectives modifying the same thing (e.g. *It was a cold, rainy day.*)

After an introductory phrase (e.g. *Before the movie, they checked levels.*)

Set off a phrase that interrupts the main flow of the sentence (e.g. *Roberto, the new YDA, was tutoring Mike.*)

Set off certain conventional material such as dates, addresses, titles, and the salutation and closing in an informal letter

Quotation marks – Quotation marks should be used when directly quoting what someone has said.
Example: *YDA Sam said, "I am leaving in half an hour."*

As with other parts of the lessons you prepare, when you work on writing mechanics use as much work-related content as possible. For example, ask the YDA to write sample log entries or descriptions of events that s/he would document in a report. Use this material for practicing these writing mechanics.

Again, depend upon – and enjoy – the partnership with the YDA. Your role is not to come up with job-related examples of writing content. Ask the YDA to supply the examples. Your role will be to help the YDA make this writing complete and correct.

Summary and Application Questions

1. Compare the writing process, as taught in *Essentials*, to the writing process described in *Tutor, Seventh Edition* (pp. 77-81).

2. How can you help the YDA continue to use this writing process on work-related writing?

3. How can you help the YDA recognize and correct sentence fragments and run-on sentences in his/her writing?

4. How can you help the YDA get better at spelling job-related words?

5. How can you help the YDA recognize and correct the overuse of pronouns in his/her job-related writing?

6. How can you help the YDA use correct punctuation?

Section 6 Integrating Assessment into Tutoring

Assessment is a natural part of your work as a tutor, although you may not always be aware of the important role it plays. As you provide contextualized tutoring, assessment will continue to be important. This section is a reminder of the ways you are already assessing learning. It also describes another informal assessment, portfolio assessment, in more detail.

Types of Assessment

Each time you plan a lesson, you will think about what the YDA already knows, what s/he wants to learn, and the type of materials and activities you should include in the lesson that will move the learning forward. During the lesson you will listen to the YDA read aloud, look at what he/she writes, and watch how well the materials and activities meet his/her needs. All of this is assessment.

In addition to these intuitive measures, assessment includes informal measures such as cloze exercises and the instructional notes you take during the learner's oral reading. (See *TUTOR, Seventh Edition,* pp. 120-121.) It also includes the use of formal instruments such as the READ test.

Portfolio Assessment

Portfolio assessment is another way of measuring the progress learners are making. (See *TUTOR, Seventh Edition*, "Portfolio Assessment," pp.119-120. Also see the article on portfolio assessment in Appendix I.) During *Essentials*, YDAs maintain individual portfolios, called Personal Progress Portfolios, that show their progress. It will be extremely useful for the YDA to continue maintaining a portfolio of the work done during the tutoring sessions. Ask the YDA to bring this to the tutoring sessions. It will give you a better understanding of his/her reading and writing skills. If you and the YDA decide to continue building this Personal Progress Portfolio rather than beginning a new portfolio, it will provide continuity between *Essentials* and your tutoring sessions.

To build a portfolio, the YDA selects samples of work that show progress toward learning goals. The YDA selects these samples on a regular basis with input from you, the tutor. These samples are kept in the portfolio. From time to time, the YDA and you will review these materials and discuss the progress they represent. In brief, this is portfolio assessment.

As a tutor, you currently keep materials that the student has produced in a folder. A portfolio is really items out of that collection. An important difference is that the YDA participates in selecting items for the portfolio. The discussions between you and the YDA about selecting these materials are, in themselves, a rich learning experience.

For the YDA, these discussions mean looking objectively at the work done, making judgments about what items best represent what s/he has learned, and reviewing these items later to assess and celebrate the progress toward learning goals. For you as a tutor, these discussions offer an opportunity to hear the YDA's perspective on the work done, to learn what s/he considers progress and why, and to act as a coach in encouraging the YDA to take responsibility for accomplishing learning goals.

Points to Remember about Portfolio Assessment

A few final points that can help you use portfolio assessment for its best results are:

- Discuss the advantages of keeping a portfolio to measure learning progress.
- Talk with the YDA about what to include in the portfolio – what should be the criteria for selecting items?
- Have the YDA organize the contents by categories that are meaningful to him/her.
- Talk about how to assess progress – how will you both know that the YDA is making progress toward goals? During these discussions, use the IDP that the YDA developed during the *Essentials* training. The section of the IDP in which the YDA answered the question "How will I measure my improvement?" will be particularly helpful.
- Review the materials in the portfolio at regular intervals, and at least monthly. For example, you might compare the various writing samples, review vocabulary words, discuss progress reports and assessments, and discuss the goals in his/her IDP. Use the criteria you and the YDA have developed for assessing progress and make notes about progress toward goals.

Materials for the Portfolio

A variety of materials could be included in the portfolio.

Materials for the Portfolio

- Individual Development Plan
- Writing Samples (e.g. language experience stories, log entries, reports)
- Materials Read (e.g. job-related materials, newspaper articles used for practicing reading techniques)
- Comprehension Activities (e.g. semantic maps)
- Personal Word List
- Monthly Progress Reports
- Formal Assessments (e.g. the READ test)

Learner Involvement in Portfolio Assessment

In addition, and perhaps most importantly, a portfolio involves the YDA directly in assessing learning.

This direct involvement gives the YDA an increased sense of control over learning and a sharper focus on personal learning goals.

Role of the YDA

- Makes decisions about what to include
- Determines how learning progress will be assessed
- Goes over the items in the portfolio with the tutor

In summary, portfolio assessment is an informal measurement of how learning is progressing on a regular basis. It is a way to directly connect assessment to the instruction that takes place during the lessons. It also gives a more holistic picture of what is being learned than a grade-level measurement can.

Summary and Application Questions

1. During the tutoring process, what are the different ways in which the YDA's learning is assessed?

2. What is portfolio assessment?

3. What are the benefits of portfolio assessment?

4. In what ways can you and the YDA continue using portfolio assessment to measure the YDA's learning?

Section 7 Learning about the Division for Youth

The New York State Division for Youth is a dynamic, multi-functional state agency with offices and facilities throughout the cities and rural areas of New York. DFY is one of the largest and most vital of all state agencies. It has a challenging mission: to prevent delinquency through positive youth development. Key to its success is the Youth Division Aide (YDA), the front-line worker found in every facility across the state. Knowing the DFY workplace and the job that the YDA does will help you to better provide contextualized tutoring. (See DFY brochure in Appendix A)

Where the YDA Works: Description of Residential Facilities

YDAs supervise youth who live in the residential care system operated by the Division for Youth. The residential care system is designed to serve court-placed youth. The majority of DFY clients are placed by the family court as a result of a Juvenile Delinquency adjudication. Youth also are placed as a result of an adjudication as a Person in Need of Supervision (PINS). Other youth are placed with the Division by the adult court system as a result of a Juvenile Offender conviction, a Youthful Offender adjudication, or as a condition of probation.

Secure Facilities

Secure facilities provide the most controlled and restrictive of the residential programs operated by the Division for Youth. Secure facilities provide intensive programming for youth requiring a highly controlled and restrictive environment.

Access to and from secure facilities is controlled by staff and hardware. The facility is either a single building or a small cluster of buildings in close proximity to one another, surrounded by a security fence. Most secure centers have single rooms for residents which are locked at night, and virtually all services are provided on-grounds.

Youth admitted to secure facilities are adjudicated either as Juvenile Offenders by the adult courts or placed as Juvenile Delinquents or Restrictive Juvenile Delinquents by the family courts. Youth in secure centers generally have an extensive history of delinquent behavior and involvement with the juvenile justice system, including prior institutionalizations. Many exhibit serious psychological and emotional problems.

Limited Secure Facilities

Limited secure facilities use less restrictive measures than the secure facilities. First admissions to these facilities are limited to Juvenile Delinquents who require intensive services. These facilities also are used for certain youth previously placed in secure facilities as a first step in their transition back to the community.

Access to and from limited secure facilitities is also controlled by staff and hardware. The facility is often a cluster of buildings including a school building and cottages in which residents live. The cottages in limited secure facilities have single rooms for residents. Virtually all services must be provided on-grounds, and staffing typically includes educational, child care, employment, recreational, counseling, medical, and mental health personnel.

Non-Secure Facilities

Non-secure facilities consist of a variety of residential centers. Youth admitted to these centers may be adjudicated Juvenile Delinquents, Persons in Need of Supervision (PINS), or youth placed as a condition of probation by family court. These youth require removal from the community but do not pose a constant security risk.

Limited trips for community activities under close staff supervision are an integral component of these programs. Residents may have single rooms or live in dormitories. Non-community-based open-access centers are most often located in rural areas. These facilities occupy a pivotal, transitional position at the middle of the Division's continuum of residential services.

Community-Based Facilities

Community-based residential facilities are the smallest and least restrictive of the Division's residential options. Youth admitted to these facilities may be adjudicated Juvenile Delinquents and Persons in Need of Supervision. They may also be placed as a condition of probation by either a family court or an adult court. Community-based facilities are transition programs in the community to acclimate youth gradually to community and family life. Since they are non-secure, community residential facilities do not use restraining hardware. They are often group homes located in urban neighborhoods.

Community-based facilities make extensive use of community resources to provide the range of services required by youth placed with them. Their programs provide youth with an opportunity to test their new skills and attitudes in a controlled setting.

What a YDA Does: The YDA's Job Responsibilities

This section will give you an idea of a YDA's work day – what a YDA is expected to do on the job. The job responsibilities of YDAs fall into five areas:

Youth care and rehabilitation treatment
Security and custodial
Housekeeping and maintenance
Food service
Motor vehicle use

These responsibilities vary, depending upon the type of facility in which the YDA works. In community-based facilities YDAs have responsibilities in all five areas. However, the more secure the facility, the more a YDA's job focuses on youth care and rehabilitation treatment and on security and custodial responsibilities. In these facilities, all other responsibilities are generally assigned to specialized staff.

Youth Care and Rehabilitation Treatment

- Acts as a leader and role model for youth
- Supports treatment team effort
- Informs youth of facility behavior rules and safety issues
- Confronts disruptive or inappropriate behavior
- Gives oral reports at shift change
- Writes information in logs
- Prepares activity/behavior/incident reports
- Supervises morning and evening routines
- Supervises recreation and leisure time activities
- Leads group meetings
- Arranges for health needs:
  - Accesses routine and emergency medical care
  - Monitors youths' self-administration of prescriptions
  - Maintains medical records
  - Identifies/reports suspected child abuse, neglect, maltreatment
  - Follows infection control procedures
- Identifies and reports any violation of youth rights
- Monitors classrooms, helps in shop(s)

Safety and Custodial

- Follows key control procedures
- Supervises youth movement, head counts, bed checks, room inspections
- Searches youth: leaving/returning to facility; after visitors; after shop

- Inspects security systems such as locks, facility perimeter, and communication equipment
- Reports on security problems
  - Searches rooms/group areas for contraband, weapons, stolen items, etc.
  - Identifies and preserves potential evidence for investigations
  - Conducts searches of buildings and groups
  - Screens phone calls, mail, packages, visitors
- Contends with fights
- Physically restrains youth
- Contends with fires
- Monitors visits
- Supervises youths' movement in the community
- Contends with suicide attempts
- Administers first aid and CPR
- Insures that youth follow safety procedures
- Applies mechanical restraints

Housekeeping and Maintenance

- Helps with routine cleaning chores and laundry
- Supervises youth in housekeeping tasks
- Issues personal items for youth
- Conducts facility inspections for upkeep needs
- Reports on maintenance needs
- Performs small repairs around the facility
- Monitors distribution of tools and supplies
- Participates in testing fire safety procedures such as fire drills, checks of alarm systems

Food Service

- Serves snacks, meals
- Cleans food service area

Motor Vehicle Use

- Drives DFY vehicles for transporting youth, staff, materials, and supplies
- Prepares motor vehicle logs
- Applies mechanical restraints for youth transport

Glimpses into a YDA's Work Day

This section contains actual conversations of YDAs describing their job responsibilities at a community-based facility and in a secure facility, as well as some of the writing they have to do during the course of a day.

A YDA in a Community-Based Facility (Group Home) Discusses the Job

First thing, you sign in every day, read the log, acknowledge that you've read it. You read to find out everything that happened. At the same time, somebody is sitting next to me feeding me some verbal information. Then you make a tour of the facility. Check to see if things (windows, furniture) are broken. Are the lights or air conditioner on with kids not in the room? Is there trash on the lawn? Does the van need to be cleaned or the lawn mowed? Also, you check your mail. We have to read policy and procedures updates. We get about four a week on average. You have to read it and sign and say that you understood it.

Each YDA is assigned set areas of responsibility. One person is responsible for vehicle maintenance. Schedule tune-ups, check when the oil needs changing, having it inspected, checking if the seat belts are broken. He checks this on a nightly basis and logs that. If something needs to be repaired, a work order is written so someone on another shift can take care of it.

Another YDA is responsible for clothing inventories. When a resident comes into the unit, we inventory his items, make sure his clothing meets State guidelines. The YDA would write the parents a form letter about what the resident needs.

Then there's the medication piece. We have kids that need medication, for example, they may be asthmatic. The medical log states if kids are allergic to anything and any medication that a resident needs to take – the frequency of the dosage, the time and day, how it is to be taken. This has to be followed through on a consistent basis.

It's a YDA's responsibility to ensure that adequate supplies are kept. These are monitored on a monthly basis. It's something that is done during your down time. Another thing YDAs do is to plan scheduled activities for the weekend and do resident sign-ups for them.

Today is Food Day. We pick up the food that is prepared for this facility. Pull food from storage, lay it out. One of the YDAs is responsible for ordering food. She sends in the order on Monday and picks it up on Thursday. She fills out the food inventory accordingly. There is a set menu that follows the State mandate of four food groups. The staff work it out among themselves as to who cooks.

I am responsible for home visitations. This involves parent contact, form writing, and getting the kid to understand the home visit expectations, for example, abstaining from drugs and alcohol. It also involves making transportation arrangements. There's a little form that's done for every home visitation. It's pretty detailed.

Another one of my duties – I'm responsible for the kids' money. I issue the kids' checks. We have to hold these kids accountable. Make sure that whatever they say they spent their money on, they did. Ensure that the kids bring back receipts and add those things to their personal inventory list. And that they save a certain percentage of their paycheck.

Another thing YDAs do is run group meetings with the kids. During the group time, we discuss program issues...the house may be dirty, there may be too much cursing. When you're leading the group, you have to have good eye contact with the group, making sure you have the attention of the residents. Maybe have a sense of humor and get people loosened up. Have some good lead one-liners so you can get people interested in what you have to say. Be sure your delivery is going to go over and will be well received. Also make sure you don't let distractions get in the way of what you are trying to do, which is lead the meeting. Don't get too exhausted dealing with horse-play. Get another YDA to remove them, deal with them. You've got to let people know that you're in charge.

Finally, at the end of the shift, before you leave you make sure that everything that should have been done during the shift was done:

Check the paperwork--that activity reports have been written and that they're legible so that somebody totally unfamiliar with the situation can read it and understand what's been said.

Check that the kids are in bed. You have to document the headcount every hour during the shift.

Make sure the vehicles' records are accurate, that the mileage has been entered and that the vehicles are locked.

A YDA in a Secure Facility Discusses the Job

I work the 2-10 p.m. shift. First thing you do when you come on the shift is you read the main log up front. Pick up a cue if there's been a problem anywhere in the facility, if there has been anything out of the ordinary going on. Pick up your keys. Then you sign in on the unit log. That means that I've read the log from the last time I was in until now. The log tells what went on. Any problems or good things to be checked into. Anything that happened. If there is anything for me in particular, they will put my name in the margin and highlight it.

Then you get with the YDA that you'll be working with for the evening. You have to discuss what you'll be doing. At the start of the shift, you set your standards for the day. Any problems with the residents? Discuss what you're going to talk about during the group meeting. Have a schedule that you go by. Don't deviate from the day. Plan how you're going to run your shift. Our main duty is to see that the program for the residents is followed.

My role from 2:00 to 2:30 is basically assistant to the teachers. Be there to help if any kids have problems with math, science, reading. Keep control of the classroom environment. Use counseling skills to take care of any problems so the rest of the kids can get their education.

From then on, it's a father, big brother role. Interact with the residents in physical education. Play cards. Make sure they do their hygiene properly. Make sure their chores are done. Talk about problems of the day. Help them with their homework. There are also times when you are a disciplinarian. Our duties are anywhere from counseling to reprimanding to restraining if nothing else works. We have to ensure that they are safe, to keep these kids safe from other kids and from themselves.

We do half hour conferences every week with the kids that are assigned to us. We talk about family, their behavior on the unit, their progress while they're at the facility, their short- and long-term educational goals. Sometimes they may even talk about their crime and how they feel about it. Future plans after they leave the facility. All that's documented in the individual counseling book.

As a YDA you also have to hold behavior management groups. As you are standing in front of thirteen residents who don't want to be there in the first place, you have to be able to articulate your point.

With the kids, you want to look at them and try to read them, their body language, walking styles, facial expression. Be able to tell what kind of mood they're in. You do that by talking to them and observing. Sit back and see how they interact with other kids. Listen in on conversations, see what they talk about, what's important to them. Find out what makes them tick. It's a continuous process. You've got to stay with it. They want to know that they can trust you. Whatever you say, you better be able to do it. Don't promise anything you can't deliver.

It's constant communication with the kids. Make sure you talk to them, and be sure you LISTEN. Repeat back to them and make sure that's what they're trying to say. If that means using their language to get the message across, do it. They're going to find the people that they're the most comfortable with and they're going to open up. And hopefully you're going to help them resolve some problems.

You have to have strong values here to keep your own head straight to be able to give these kids something. You're not going to change these kids in six to seven months. They come with years of bad habits. But if I can just plant a little something, make them see the difference between good and bad. Make them realize that not everybody that is a grown-up is bad.

A YDA Discusses Writing YDAs Do During the Day

The unit log is to communicate with other staff. We have to document everything in the unit log: when we got in, when we wake up the kids, how many we have on the unit, where the others are if they're not on the unit. You should put an entry in every half hour. Tell where the kids are, what you're doing. What they're doing. We document all movements in and out of the unit. For example, when we go to dinner I log the unit's movement, comments about the unit's behavior during dinner, and why.

We document behaviors, both individual and group; groups that we run, what the group consisted of and even responses to the group. Other things that are documented in the log are entries about physical ailments, colds, fevers. We document the residents' chores, whether they completed chores. Are their rooms in order? Satisfactory or unsatisfactory? Time doesn't always allow for writing everything that happened. I will write as we go from one period to another.

We have to fill out requisitions for supplies and work orders if something needs to be fixed.

YDAs also document the medications that residents take. We have a medical log. We initial it, put the time that they take the medication.

There is a check list that we keep on the bulletin board in the residents' general area that documents their ratings for the school class period – behavior, initiative, the amount of work that they did. The YDAs and the teachers cooperate on that.

YDAs have to write up an infraction slip if a resident does something wrong. For example, say a resident threw food in the dining hall. You would write the date, time, place of the incident. Then "Resident Jones threw food in the dining hall. As a result of this incident, the resident will receive a U for the day." Write down what you want the resident to understand why he's getting the U. "Due to your immature action, you could have caused an injury. You will have to meet with me each evening for the next week for 45 minutes to discuss your behavior." The resident has to sign it.

You also have to write observation reports. Maybe a resident gets off the telephone and you notice that he is depressed, keeping to himself, starting to cry. You talk to the resident and find out he is having a serious family problem at home. You would write, "I noticed Resident Jones was crying and very upset. Upon further investigation . . ." After talking to him, you inform the Officer of the Day and make a log entry. Then you would write up the observation report and it would get forwarded to the Supervisor.

Time doesn't always allow for writing everything that happened. I will write as we go from one period to another. If a resident wants to see a psychologist, a medical person, or requests another service, those are always written during our shift because we never see those people.

Tutoring at a DFY Facility

The YDA may prefer to have the tutoring sessions at the residential facility where s/he works. If so, you will be considered a visitor to the DFY residential facility. Visitors are common at DFY residential facilities and are welcome. The guidelines listed below give you an idea of how to prepare for your visit and what to expect at a residential facility.

Preparation for Your Visit

Ask your affiliate administrator for the following information:

- directions for getting to the facility
- type of facility(secure, limited secure, non-secure, community-based)
- security procedures for visitors
- specific location of the tutoring sessions
- parking information
- facility regulations you will need to be aware of

DFY facility staff dress neatly, but casually. YDAs wear comfortable, functional clothing to reflect the active nature of their work. You will probably also want to dress casually for the tutoring sessions. Please do not wear clothing which could be considered provocative and avoid prominent displays of jewelry.

You should avoid bringing medications to residential facilities when possible. If you must bring medicine, make arrangements for safe storage with the facility staff.

Protocol at the Residential Facility

Some DFY residential facilities have automated gates at the entrances to the grounds. If you are tutoring at this type of facility, stop at the gate, press the button, and identify yourself as a visitor. Also be prepared to state the building you are going to and the person you will be visiting.

When you park your car, please close your windows and lock your doors.

Each residential facility maintains a Visitors Log. When you enter and leave the facility, you will be asked to sign in and out on the Visitors Log.

Depending on the level of security at the facility, you may also be asked to:

- Submit to a visual examination of your personal belongings, including pockets, handbags, and briefcases.
- Check your personal belongs such as your purse, keys, medications, change, etc. while you are in the facility.
- Pass through a metal detector on your way in and out. (If you wear a pacemaker or other electronic device, please take note.)

Summary and Application Questions

1. Based on the five areas of job responsibilities and the "Glimpse into a YDA's Work Day," try to describe a day on the job for a YDA who works at:

   - a community-based residential facility

   - a secure residential facility

2. List questions you could use to elicit some language experience writing from the YDA about his/her work experiences. For example, your questions could focus on:

   - interactions with youth

   - interactions with other staff

   - reading tasks that went well – or not so well

   - writing tasks that went well – or not so well

3. What preparations do you need to make before going to the residential facility?

4. What security procedures at the residential facility do you need to be aware of?

APPENDICES

APPENDIX A

DIVISION FOR YOUTH BROCHURE

New York State Division for Youth

An Overview

Capital View Office Park
52 Washington Street
Rensselaer, NY 12208

General Information Telephone
518/473-7793

7/92

Mario M. Cuomo
Governor

Leonard G. Dunston
Director

The Division for Youth's Mission

The Division for Youth's mission —**"preventing delinquency through positive youth development"** — describes its unique role in New York State's system serving children and youth.

The Division's first priority is to prevent delinquent acts from occurring. To do so, it actively supports programs which connect youth to family, school and positive peer groups. Its role is to nurture and strengthen the capacity of these basic institutions to provide positive youth development.

The Division believes first efforts to correct delinquent behavior should also be made in conjunction with the family, using such alternatives to out-of-home placement as family preservation, day placement and intensive supervision programs.

For youth requiring out-of-home placement, the Division provides "habilitation," a term used rather than "rehabilitation" because these youth typically are not being restored to a prior state of well-being; for most, it is their first positive socialization experience. The Division provides a continuum of residential and community care services designed to foster attitudes, skills and behaviors these youth need to function as law-abiding, productive members of society.

Division for Youth Service Programs

The Division manages a variety of youth service programs through which it translates its mission and mandates into specific service strategies. Each is designed to address a specific target group and employs a distinct service delivery approach. The Division targets its services to these populations through three different delivery approaches:

- Financial aid to local governments,
- Contracts with private community organizations, and
- Direct State provision of services.

Through public awareness campaigns, legislative proposals and interagency coordination, the Division advocates for New York's future adults. One noteworthy example is the New York State Mentoring Program, which matches volunteer adult role models with young people to help them build self-esteem, gain knowledge and avoid the pitfalls of delinquency.

The Division works in partnership with many organizations and individuals at the federal, State and local levels to establish and coordinate preventive strategies addressing such critical issues as runaway and homeless youth, teenage pregnancy, substance abuse, youth unemployment, gangs, teen suicide, child abuse and neglect, status offenders and delinquents. Internal education and prevention initiatives are underway to address such adolescent health and mental health concerns as suicide, substance abuse, HIV/AIDS and other infectious diseases.

Through county youth bureaus and their boards of community youth advocates, the Division helps develop specific action plans to address unique local needs. This process, **County Comprehensive Youth Services Planning**, brings a county's communities together to establish opportunities for youth. It is designed to stimulate public awareness in and commitment to the needs of young people in the county, and to ensure the needs of youth in troubling situations, as well as those in the mainstream, are considered. The specific community services supported by the three local funding initiatives described below are determined primarily through County Comprehensive Planning.

Youth Development and Delinquency Prevention Program (YDDP)

This program addresses the general developmental needs of youth in all communities and offers each city, town and village basic support for local activities that develop essential youth social skills

and attitudes. YDDP provides matching funds to municipalities to support the activities of youth bureaus, and the recreation and other youth service programs municipalities choose to establish.

Special Delinquency Prevention Program (SDPP)

With funds made available through SDPP, the Division contracts with community-based organizations to provide targeted services to reach the large and rapidly growing percentage of youth involved in high risk behavior and circumstances. These youth are involved in the juvenile justice system, are runaways or homeless, school dropouts, pregnant, teen parents, victims of abuse, involved in prostitution, gang members and others engaged in self-destructive behavior.

Runaway and Homeless Youth Program (RHYA)

Under this program the Division provides counties with the fiscal incentive to develop a Runaway and Homeless Youth Service Plan as part of their County Comprehensive Plans. Program funding then is provided to support two service components: For runaways and homeless youth under age 18, crisis services are provided to meet their temporary shelter, food, health care and counseling needs; transitional living services are provided to enable older homeless youth, 16 to 20 years of age, to become self-sufficient, productive members of society.

Detention Services

Some youth must be detained outside the home while awaiting court action or placement. To ensure suitable temporary custodial services for them, the Division provides matching State aid to all counties.

Division for Youth Residential Care

The Division for Youth's residential care system serves youth placed by the Courts for criminal and other anti-social behaviors. The Division assumes it is possible to habilitate these youth and that they can gain the skills required to lead a successful life.

Most youth placed with the Division are adjudicated by the family court on Juvenile Delinquency petitions; a few are placed as Persons In Need of Supervision (PINS). Others are placed by the adult courts as a result of a Juvenile Offender conviction, a Youthful Offender adjudication or, in rare instances, as a condition of probation.

Youth placed with the Division generally exhibit aggressive and impulsive behavior, lack of self-control and poor self-esteem. Most are minority youth from low-income, single-parent families. Their average age is 15. One of every five lacks a viable home.

The Division offers these youth a range of program options across three levels of custody/security: secure, limited secure and non-secure. A Client Classification System is used to ensure youth are placed in the setting that best matches their custody requirements and service needs. To help them develop self-control, youth requiring the greatest degree of external control are placed in the most restrictive environments. Youth who have committed less severe acts begin their placement with the Division in correspondingly less-structured settings. In addition to supervision, shelter, food and clothing, all residential facilities provide social skills training, counseling, health services and recreation. All out-of-community facilities provide on-grounds schools.

The Division is committed to designing new and innovative programs. Initiatives are underway to expand specialized services for the growing number of youth identified as learning or developmentally disabled, sex offenders, substance abusers, the suicide-prone and the homeless.

Many unique program services are used in different facilities. Noteworthy examples include:

- **Aggression Replacement Training** — a counseling program that teaches anger management, pro-social skills, and moral reasoning;
- **Innervisions** — a nationally recognized substance abuse education curriculum developed for youth in the juvenile justice system;
- **Independent Living** — training in skills youth need to re-enter the community as members of the workforce, consumers, parents and family members, and
- **Taking Care** — a parenting education program.

The Division also contracts with private residential child care agencies to serve youth placed in its custody by family courts. The Division uses these private services when a voluntary agency has the most suitable services for a particular youth's supervision and treatment needs.

Alternatives to Traditional Residential Care

The Division is developing alternatives to traditional care for their potential to reduce recidivism and lower costs of care:

- **Home-Based Intensive Supervision (HBIS)** — A post-residential program that provides intensive supervision and services to youth who can live at home. Individual and family counseling are provided directly. Other services are brokered through existing community services.
- **In-Home Intensive Training and Supervision (IHITS)**— A HBIS-style program with special services for youth requiring substance abuse treatment.
- **Evening Reporting Centers (ERC)**— Used as an alternative to out-of-community placement or a follow-up to residential care, ERCs provide evening and weekend on-site supervision and services to youth in their home community as a complement to community-provided daytime programming. The program is available to youth who can live at home or in a foster home setting. Participants must attend school or work as a condition of participation.
- **Adirondack Wilderness Challenge** — A short-term intensive, Outward Bound-style program designed to build character through physically and mentally demanding, stressful, group experiences. It teaches outdoor skills as a metaphor for the demands of responsible community life: self-confidence, self-discipline, cooperation, and concern for others. All youth in this program enter and progress through to graduation as a class.
- **Sgt. Henry Johnson Youth Leadership Academy** — A short-term, intensive, highly structured, military-style residential training program designed to build self-discipline, a work-ethic, teamwork and pride through a vigorous program of physical exercise, community service, counseling and education. It is staffed by former military leaders. Youths enter the academy as a group and remain together as a class until graduation.

Community Care Program

While youth in residential care often demonstrate significant improvements in their behaviors, attitudes and belief in self and others, maintaining these improvements back in their home environment — which shaped the destructive patterns of behavior in the first place — is difficult.

Community Care supervision, counseling and case management assures continuation and follow-through of the residential program's service efforts. Through this case management system, essential community services such as education, employment, health care, transportation and recreation, are brokered, coordinated and advocated.

APPENDIX B

PROJECT REACH BROCHURE

PROJECT REACH

Skills for Success

Project REACH is New York State's workplace skill-enhancement program for CSEA-represented employees. It is the umbrella for a wide variety of projects jointly sponsored by New York State through the Governor's Office of Employee Relations (GOER), and The Civil Service Employees Association, Inc. (CSEA). The program is funded from monies negotiated between the State and CSEA, as well as various State and federal workplace literacy grants.

NYS Governor's Office of Employee Relations
Joseph M. Bress, Director

Division for Development Services
Corning Tower, 23rd Floor, Empire State Plaza
Albany, New York 12223
518/473-3939

The Civil Service Employees Association, Inc.
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518/785-4669 • 800/253-4332

Project REACH is funded through agreement between New York State and The Civil Service Employees Association, Inc.

PROJECT REACH

Skills for Success

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The mission of Project REACH is to enhance CSEA-represented employees' job skills so they can meet changing job demands, take advantage of promotional opportunities and access other education and training initiatives.

Our programs are designed to help employees begin to explore their educational potential. We prepare employees to move on to other educational benefits such as LEAP, JAC or CSEAP.

Project REACH Class Offerings

A variety of Project REACH programs provide skill development in reading, writing, math and other workplace competencies. Major programs include:

- ***Adult Basic Education (ABE):*** For employees who need beginning level reading, writing and math.
- ***English as a Second Language (ESL):*** For employees whose native language is not English but who need to learn to read and write in English.
- ***General Equivalency Diploma (GED):*** For employees who would like to obtain a high school equivalency diploma by taking the GED exam.
- ***College Preparation:*** For employees who need a refresher in reading, writing, or basic math prior to returning to school or beginning college-level classes.

All of these Project REACH classes are taught at the work site by certified instructors from local school districts/BOCES or community colleges and are designed for a minimum of twelve participants. Classes are established as an agency identifies a need for a particular type of training. REACH staff will consult with agency management and/or union representatives to customize programs.

One-on-One Tutoring

The tutoring component is based on the Literacy Volunteers of America (LVA) method and is an excellent program for beginning readers. An employee is matched with a tutor and meets once a week for two hours. One hour is provided by the State and the second hour comes from the employee's and tutor's own time. Both participate on a voluntary basis.

Tutoring can occur any place that is mutually convenient and agreeable to the pair. Sites have included public libraries, offices, cafeterias (after hours), and conference or meeting rooms.

The one-on-one tutoring program is available throughout the State. English as a Second Language tutoring is also available in many locations.

Creative Approaches to Learning

An American Society of Training and Development (ASTD) study identified a key skill that is fundamental to workplace basics: the ability of an employee to know how to learn. An innovative program is being offered through Project REACH on "Creative Approaches to Learning". Skills covered include: ability to ask questions; ability to break tasks into parts; ability to receive feedback; and ability to focus on desired goals. This program will provide necessary skills for employees to learn and think effectively on the job.

Learning Resource Centers (LRCs)

Project REACH Learning Resource Centers provide computerized instruction for employees at all educational levels. Most centers can accommodate six to twelve students at one time. The centers are equipped with six computers, two typewriters, and a lending library for adult learners. A variety of software is available to meet employee needs and interests. Subject areas covered include reading and language skills, keyboard instruction, life skills, math, and health-related topics. Some sites add their own programs including WordPerfect, Lotus and site-specific software.

Currently, Project REACH supports eleven LRCs throughout the state.

Contextual Skills

Contextual skill enhancement programs are custom designed to teach employees the skills needed to do their jobs using the kinds of materials and/or situations that are encountered in a specific work environment.

Such programs are highly effective because they provide a familiar learning context and offer the opportunity to directly improve job performance. Employees participate in the design and development of these programs, and in many cases, actual workplace materials and terminology are included in the curriculum. Examples of current workplace skill programs for State job titles include: Mental Health Therapy Aides (MHTAs), Community Residence Aides (CRAs), Youth Division Aides (YDAs), Commercial Drivers, Laundry Service Workers, and Boiler Plant Operators. Many additional workplace skill programs are under development.

Consulting

Project REACH staff from GOER and CSEA are available to consult with agency and union leadership to custom design a REACH program to meet your needs.

To Learn More

If you are interested in finding out more about Project REACH programs, please contact us, indicating your location and the program in which you are interested.

APPENDIX C

REPORTING FORMS

Project REACH Quarterly Learner List
GOER/REACH Monthly Data
DFY Tutoring Attendance Form

LVA AFFILIATE: _____

Project REACH Quarterly Learner List

LEARNER NAME	Test/Intake Date	Date Tutoring Began	status (check one) ongoing	terminated (date)

GOER/REACH MONTHLY DATA

LVA AFFILIATE _____ MONTH _____

LEARNER NAME _____

Referred From _____

Number of Hours _____ Number of Sessions _____

Site of Session _____

Successes: _____

_____

_____

_____

Problems: _____

_____

_____

_____

Materials Needed: _____

_____

_____

_____

Comments: _____

_____

_____

_____

Division for Youth

Tutoring Attendance Form

Pay Period: _____

Name _____ Facility _____

Address _____ City _____

==========

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

Tutoring Session:

_____ _____ _____ am/pm _____

Date Time Tutor's Signature

==========

The tutoring sessions have ended _____ _____

Date Tutor's Signature

☐ Employee has accomplished his/her learning goals.

☐ Employee has been referred to another education provider for further skills development.
Education provider: _____

☐ Other: _____

APPENDIX D

INDIVIDUAL DEVELOPMENT PLAN

Developing Your Individual Development Plan (IDP): The Process

A. Introspective Observation

1. Do some individual brainstorming/thinking. Take notes.
2. Compare your Pre/Post Assessments.
3. Look over the answer you wrote to question #3 on the ACTIVITY: Summary and Closure handouts for each module.

B. Write the First Draft of IDP.

1. Using your notes, decide on a goal in each area (observation skills, oral communication skills, etc.).
2. Draft a plan to accomplish each goal. Use the "Participant Materials for the Individual Development Plan."

C. Assess Your Plan

1. Read over each section.
2. Make any changes. Make these changes in pencil on your draft. Do not rewrite the IDP at this time.

D. Choose a Planning Partner

1. Share one or more sections of your IDP with your partner, following the guidelines for constructive feedback that you used in the writing process. You can meet with your partner either before or after your individual conference with a trainer.
2. Help your partner to further clarify his/her goals and describe how he/she will reach them in specific terms.

E. Meet with the Trainer

1. Review the materials in your portfolio.
2. Go over the results of your pre-assessment and post-assessment.
3. Discuss each section of your IDP, particularly how you plan to measure your improvement, how you will know that you have achieved your goal, and the support you will need.

F. Revise Your IDP

1. Include all the editing changes.
2. Complete the one-year timeline if appropriate.

Individual Development Plan

for

_____

(Name)

_____

(Date)

A. Observation Skills

Goal: _____

(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.

(Date)

- I will accomplish this goal by _____.

(Date)

B. Oral Communication Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

C. Decision-Making Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

D. Reading Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

E. Writing Skills

Goal: _____.
(What, specifically, do I want to get better at doing?)

Why is this goal important to me?

What can I do to achieve this goal? (Be specific.)

What are some things that might get in the way?

Who could help me? What support do I need?

How will I measure my improvement?

How will I know that I have achieved this goal?

When will I do this?

- I will start working on this goal on _____.
(Date)

- I will accomplish this goal by _____.
(Date)

Individual Development Plan
One Year Timeline

Goals	Write in names of months, beginning with this month S –>——————> A *(S = Start Date; A = Goal Accomplished)*											

APPENDIX E

List of

WHAT A YDA READS ON THE JOB

LIST OF WHAT A YDA READS ON THE JOB

What a YDA Reads	Purpose for Reading
Activity Reports	Daily Information - Communication Significant events Information important for work Detailed description of resident's behavior
Contracts (resident)	Expectations of residents
Daily schedule	
Facility Logs	Important information in facility Re: residents, staff, maintenance, etc.
Forms	
Hazardous Substance Information	Toxic; Non-toxic, etc.
Inventories: Clothing Supplies	List of belongings
Memos:	Changes, directives, daily information, immediate information pertinent to job
Training	Trainer, Date/Time/Place
Vacation	Dates
Recreation	When/Where
Clean Up	Date/Time/Place
Home Visits	Who/When
Paycheck attachments	Facility information
Policy & Procedure Manual	ACA standards; DFY and facility-specific standards (When in doubt?)
Red Book	Current activities in Division; job dos and don'ts; all Division policies
Sanction Log	Behavior problems; who was written up; change of levels
Time Sheets	Accuracy, notice accruals, overtime hours Money, getting paid

APPENDIX F

WORK - RELATED READING SAMPLES

New York State Division for Youth Employee Manual: Volume I

Directions; quarterly publication of the Division for Youth

Memorandum from the Office of Human Resources Management: "1994 Legal Holidays"

DFY Policy Manual sections

- "Facility Logs/Shift Reports"
- "Control of Youth during Vehicular Transport"
- "Supervision of Residents - General"

NEW YORK STATE EXECUTIVE DEPARTMENT
DIVISION FOR YOUTH
CAPITAL / EW OFFICE PARK
52 WASHINGTON STREET
RENSSELAER, NY 12144

LEONARD G. DUNSTON
Director

CHARLES M. DEVANE
Executive Deputy Director

MEMORANDUM

OFFICE OF HUMAN RESOURCES MANAGEMENT

SUBJECT: 1994 Legal Holidays		NUMBER: 93-64
APPLIES TO: [X] All Employees [ ] CSEA [ ] PEF [ ] M/C [ ] Facility Directors/Unit Heads		
EFFECTIVE DATE: 01/1/94	APPROVED BY: Michael Dugan Director of Personnel	POLICIES AFFECTED:
SUPERSEDES: HR 92-53		
CONTACT: Pat Kaine/Dorothy Vickers		PHONE: (518) 473-5752

New York State government will observe the following legal holidays during the calendar year 1994:

January 1	Saturday	New Year's Day
January 17	Monday	Dr. Martin Luther King, Jr. Day
February 12	Saturday	Lincoln's Birthday - (Floating)
February 21	Monday	Washington's Birthday - Observed
May 30	Monday	Memorial Day - Observed
July 4	Monday	Independence Day
September 5	Monday	Labor Day
October 10	Monday	Columbus Day
November 8	Tuesday	Election Day
November 11	Friday	Veterans' Day
November 24	Thursday	Thanksgiving Day
December 26	Monday	Christmas Day - Observed

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Offices and units of the Division for Youth normally closed on holidays, will be closed on the above dates, and will be open on all other business days (Monday thru Friday).

Lincoln's Birthday, Saturday, February 12, 1994, will be observed by the State as a floating holiday. Any offices or units of the Division for Youth, that normally work on Saturday, will be open on this date, and all employees, except Teachers, Vocational Instructors and Education Supervisors, will be granted a floating holiday time credit in lieu of a scheduled holiday observance. This holiday time credit may be charged for an absence of the employee's choice, with prior supervisory approval, on or after February 12, 1994.

Floating holiday leave credits should not be added to Holiday Leave or Annual Leave accruals. Rather, employees should simply write in the appropriate leave earned in the Floating Holiday column of Form DFY-2020, Time and Accrual Record, or Form DFY-2030, Bi-Weekly Attendance Record - Hourly/Per Diem Employees, when charging this credit for an absence. Employees and Supervisors should note that floating holiday credits must be charged within one calendar year of the date of crediting, or they are lost; that floating holiday credits may be used in whole-day units only, and that unused holiday credits may not be paid upon separation from State service.

Information as to whether or not Election Day, Tuesday, November 8, 1994, will be designated as a floating holiday as it was in 1993 is not forthcoming at this time and will not be available until the Spring of 1994.

It should be noted that Teachers, Vocational Instructors and Education Supervisors are not covered by the provisions of the State's Attendance Rules and so are not necessarily entitled to time off and pay benefits associated with the holidays listed above. These staff, rather, have their holiday schedules determined by agency level and statewide negotiations of the school year calendar. With regard to Lincoln's Birthday holiday, it has been agreed to in the PEF Labor/Management Subcommittee on Education, that Teachers, Vocational Instructors and Education Supervisors will not accrue the Lincoln's Birthday floating holiday credit this year.

CGF-1201 (7/85)

NEW YORK STATE - DIVISION FOR YOUTH
POLICY MANUAL

TITLE:	DATE:	ITEM NUMBER:
FACILITY LOGS/SHIFT REPORTS	1/15/87	3247.09
APPROVED BY: Leonard G. Dunston, DIRECTOR.	DATE: 2/2/87	

RELATED LAWS:	NUMBER OF APPENDIX PAGES:	PAGE:
		1 of 4
SUPPORTING REGULATIONS:	CONTACT UNIT: Program Utilization & Mgt. Assistance (P.U.M.A)	
KEY WORDS: (1) Security (2) (3) (4) (5) (6)	COMPLIANCE STANDARDS: CAC 2-9179	
SUPERSEDES: Item Number Date	DFY POLICIES AFFECTED: Item Number Date	

SUMMARY: This policy requires each DFY facility to maintain at least one facility log which includes shift reports or summaries and prescribes the proper use of such logs and reports.

TABLE OF CONTENTS:

A. INTRODUCTION

B. POLICY

C. PERMANENT LOGS

D. SHIFT REPORTS

A. INTRODUCTION

Adequate supervision of DFY residents requires development of a formal system for recording routine and emergency situations involving residents.

Permanent logs fulfill several purposes:

1. To serve as a permanent and official record of events, incidents and observations; and,

2. To communicate important information to other staff and management.

The use of logs promotes continuity of program and, therefore, contributes significantly to the efficiency and effectiveness of program.

B. POLICY

1. Each facility director shall maintain at least one permanent facility log and others, as necessary, or as provided below.

2. Shift reports or summaries of the shift or daily activities as described below shall be made part of the permanent log.

3. Each facility director shall develop and maintain current facility procedures for the maintenance of logs and shift reports.

C. PERMANENT LOGS

1. At least one permanent log shall be maintained for each separate living unit in each DFY facility for the purpose of recording routine and emergency situations.

2. Permanent logs shall be considered official documents. Therefore such logs shall be maintained in a standard, bound ledger with pre-numbered pages. Such ledgers shall be designed to prevent the addition or removal of pages. Loose-leaf binders are not permitted.

3. Where it is determined that specialized logs are to be kept for specialized purposes such as: visitors logs, medical logs, fire safety logs, vehicle logs, telephone logs, key control logs, etc. - these logs must also be maintained on a standardized ledger as described in #2 above.

4. During each shift the DFY staff responsible for each living unit and the operation of the facility shall be responsible for making entries into the log.

5. All entries shall be professional in content and form.

6. All entries shall contain information or observations worthy of recording and communicating to other staff and supervisors and which will help to insure the continuity of facility operations as well as the safe and secure conduct of facility operations. This includes any unusual or significant information or observations regarding an individual or group of individuals such as the following: an incident; movements of individuals and groups; physical counts; observations of anything unusual which might be a sign of an impending problem (example: group unusually quiet for no apparent reason).

7. Entries shall be made in permanent ink (black or blue). All entries must be dated, the time the entry was made must be indicated and the entry must be signed or initialled by the author. All entries must be legible.

8. Facility logs shall be kept confidential from residents and unauthorized persons. Access to logs by DFY personnel shall be on a need-to-know/need-to-use basis only. Casual reading is prohibited.

9. Each staff member responsible for the supervision of a living unit's residents shall read the unit log at the beginning of his shift and enter his signature to indicate compliance with this requirement.

10. Each staff member responsible for the supervision of a living unit shall sign the log after the last entry upon departure at the end of the shift.

11. Log entries shall be reviewed and initialed by appropriate supervisory personnel at least once daily and shall be reviewed and initialed by administrative personnel at least once weekly.

12. All staff responsible for maintaining and reviewing logs shall be trained in the appropriate procedures and the proper form and content of log entries.

13. Completed log books shall be properly labeled (facility or unit designation and time period covered) and stored in a secure place for a minimum of 10 years from the date of completion after which the facility director may seek approval for destruction of the logs from the DFY records officer. However, where such logs are used as evidence in litigation they may not be destroyed except by

express permission of the Office of the Division's General Counsel.

14. The facility director shall maintain a current list of all logs in use at the facility and shall maintain procedures for the use of the logs. These procedures shall incorporate the standard policies and procedures contained in this section and shall make them facility specific so that they can be appropriately implemented by staff. Such procedures must be reviewed at least once annually and revised, as necessary.

D. SHIFT REPORTS AND SUMMARIES

1. In facilities operating on a shift basis, the unit log shall include an entry made at the end of each shift indicating: the count of residents - the total number of residents present; the name and location of each resident who is absent (home visit, hospital, AWOL, etc); and any other information which should be called to the special attention of relief staff and supervisors. This entry will constitute a summary shift report. Facility directors may require an additional separate shift report as well as an additional, separate shift supervisor's log.

2. In facilities not operating on a shift basis, a summary of highlights shall be made for the information of relief staff. This may be done on a daily basis or covering the interim between relief assignments. The information contained in these summaries shall be the same as that required for shift reports above.

CGF-1201 (7/85) NEW YORK STATE - DIVISION FOR YOUTH
POLICY MANUAL

TITLE:	DATE:	ITEM NUMBER:
CONTROL OF YOUTH DURING VEHICULAR TRANSPORT	5/24/89	3247.04

APPROVED BY: Leonard G. Dunston, **DIRECTOR.** **DATE:** 5/30/89

RELATED LAWS: Executive Law, Art. 19-G, Section 501	**NUMBER OF APPENDIX PAGES:** 2 / **PAGE:** 1 of 12
SUPPORTING REGULATIONS: 9 NYCRR 168.3, 181.8b, 181.9b	**CONTACT UNIT:** ORS Bureau of Mgmt. Support Svcs.
KEY WORDS: (1) Security (2) Safety (3) Travel (4) Transfers (5) (6)	**COMPLIANCE STANDARDS:** ACA 2-9196
SUPERSEDES: Item Number Date: NEW ITEM	**DFY POLICIES AFFECTED:** Item Number Date PPM 1709.00 Driver Safety PPM 3442.00 P.O.S.P. PPM 3247.18 Contraband, Inspec., & Searches PPM 3247.19 AWOLS & Warrants PPM 3453.00 Home Visits PPM 3463.00 Guidelines for Assignment of Male & Female YDAs

SUMMARY: This item establishes policy and sets the standards for the vehicular transport of DFY youth.

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A. POLICY
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F. TRANSPORT OF DFY RESIDENTS OF SECURE CENTERS (LEVEL I)
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ATTACHMENT: DFY Form 1513 - "Youth Transfer Record"

A. POLICY

It is the policy of the Division to maintain the appropriate level of security, supervision and safety during the vehicular transport of DFY youth to prevent AWOLS and to protect DFY youth, DFY staff and the general public. The appropriate level of security, supervision and safety will be commensurate with the classification and status of the youth(s) being transported and with the nature of the particular transport situation.

B. SCOPE

Unless otherwise specified, these policies, procedures and standards shall apply only to DFY facilities in levels I (Secure) and II (Limited secure/Non-community based); to the transport of DFY youth during the intake phase and to the transport of AWOLs and release violators; and any other situations of youth transport that require escort and supervision.

C. DEFINITIONS

1. Vehicular Transport or Transport: As used in this item, the terms "vehicular transport" or "transport" shall mean the transport of a DFY youth or youths in any motor vehicle off the grounds of a DFY residential facility.

2. Qualified Staff: As used in this item, the term "qualified staff" shall be used to mean:

   a. staff experienced or trained in the general supervision of DFY youth and in the supervision and control of DFY youth during transport. Such experience or training shall include, but may not necessarily be limited to, experience or training in the use of restraint equipment and in transport procedures. New employees must successfully complete all modules of the DFY Basic In-service Training Program prior to undertaking transport duties. Facility directors/field office supervisors shall document completion of this training in accordance with guidelines established by the DFY Staff Development and Training Unit; and

   b. in addition, staff must be authorized by the facility director or field office supervisor to perform transport duties as part of his/her job assignment.

3. Security Vehicle: A state-owned vehicle equipped, at a minimum, with a security screen between the driver and the back seat and with the rear doors and rear windows rendered inoperable from the inside. (For specifications contact the Finance Unit in Central Office.)

D. GENERAL TRANSPORTATION RULES

Unless otherwise specified, the following rules are applicable to the transport of residents of level I (Secure) and level II (Limited secure/Non-community based) facilities and to the transport of new admissions, transfers, AWOLs and release violators.

1. Authorization to Transport

In any transport situation, at least one of the employees performing transport duties must be authorized by the facility director or field office supervisor to perform such duties as part of his/her job assignment.

2. Qualifications to Transport

Before undertaking transport duties such an authorized employee must be qualified to perform transport duties as defined in C.2. above. In accordance with this definition of "qualified", employees who are not experienced in supervision and control during transport must be trained in accordance with section C.2. It is the responsibility of the facility director or field office supervisor supported by program management to ensure that adequate training is provided. Such training will not be limited to the Basic In-Service Training package which is necessary to qualify inexperienced staff to undertake transport duties, but must also include sufficient "on-the-job" training to the point where the employee can act as the sole transporting staff where standards allow single staff transport as judged by the facility director or field office supervisor.

3. CPR and First Aid Training

DFY Transport agents and other staff who are primarily involved in transporting youths are required to successfully complete CPR and First Aid Training. Certification in both areas is mandatory as are annual refresher courses in these skills.

4. Safety and Security Factors

When assigning staff to the transport of youth(s) the following safety and security factors must be considered in each transport situation.

a. the security needs of the situation (risk of assault, AWOL or self-injury);

b. the level of training and experience of available staff;

c. the capability of available staff to deal with the risk factors involved.

d. the gender of the transporting staff in certain circumstances. Examples of such circumstances include the following:

(1) whenever visual supervision is necessary at all times and lavatory use is probable; (See, also, Section "H")

(2) whenever body searches may be necessary;

(3) whenever the transporting staff may be subjected to possible accusations of sexual abuse;

(4) whenever it is indicated by the specific medical condition of the youth in medical transport situations; and

(5) when transporting 110 miles (one way) or the expected travel time exceeds two hours (one way) or more (see section "H).

(6) in general, whenever safety or security would be compromised by not having at least one of the transporting staff of the same gender as the youth being transported.

5. Mechanical Restraints

In general, mechanical restraints (including only handcuffs and footcuffs) may be used in any vehicular transport situation whenever, in the judgement of transport staff or the responsible supervisor, this is necessary for public safety. However, mechanical restraints shall not be used on PINS youth and shall not be used on public transportation. Whenever mechanical restraints are used, the senior staff person on the escort term shall note that fact on DFY Form 1513 - 'Youth Transfer Record.'

6. Search of Youth

Applicable to all transport situations described below requiring the use of a security vehicle, the youth must be searched just prior to transport to insure that such youth has no weapons or other contraband. (See also PPM 3247.18 - 'Contraband, Inspections and Searches').

7. Safety Equipment

Except for OGS pool vehicles, all other state-owned vehicles to be used to transport youth must contain the following safety equipment:

- CO2 or dry chemical fire extinguisher (checked regularly and replenished, if necessary)
- first aid kit (checked regularly and replenished, if necessary)
- supply of flares or reflectors

- jumper cables

- CB radio (or an alternate communication device if approved by the Deputy Director for Residential Services or designee)

- an adequate and appropriate security screen between the front and rear seats. (the installation should be accomplished without modifying the structure of the vehicle, i.e., removing headrests, and in a manner which provides security for staff and DFY youth. (Contact the DFY Finance Unit for specifications.)

- during winter months, appropriate tires and/or tire chains are required. A snow shovel, sand, blankets and window de-icer are recommended.

8. Seat Belts

In any vehicular transport situation, the youth must be seat-belted for highway safety. This applies to all DFY youths including residents of community based facilities and those on community supervision status. This also applies to the driver and all passengers. Exceptions will be allowed only in hospital transport situations in which the medical condition of the youth contraindicates the use of a seat belt.

9. Youth Transfer Record

Each time a youth is moved into DFY custody, moved out of DFY custody, or moved to different locations within DFY, the senior staff person in charge of the escort team shall be responsible for completing and filing the DFY Youth Transfer Record (DFY 1513). This form is intended to document the transportation of a youth between locations whenever transport is done under escort and supervision.

In brief, the senior transporting agent will arrange for signature of the official from whom the youth is being released, and the transporting agent will sign over the youth to the facility or organization that is receiving the youth.

The senior DFY staff person in charge of the escort team must complete the section on "Circumstances of Transfer." This section will indicate the type of transportation and will provide for commentary on any unusual conditions that may have arisen during transport, such as the need for mechanical restraints.

The senior escort staff person will arrange for duplicates or photocopies of the form to be sent to the releasing unit or organization, the Bureau of Classification and Movement, and the receiving unit or organization. Copies will also be kept by the escort staff.

10. Driver Qualifications

In accordance with PPM 1709 - 'Driver Safety,' DFY staff drivers of transport vehicles must be listed as 19-A certified drivers if they drive a vehicle with a capacity of ten or more or they must be listed as a qualified driver if they drive a vehicle with a capacity of less than ten. (Notwithstanding the NOTE which follows, there can be no exception to this requirement).

NOTE: ANY EXCEPTIONS TO THESE RULES OR ANY OF THE TRANSPORT STANDARDS ESTABLISHED IN THIS POLICY IN PARTICULAR CASES MUST BE APPROVED BY THE APPROPRIATE DEPUTY DIRECTOR OR DESIGNEE. A WAIVER FOR A DEVIATION FROM ANY STANDARD MUST BE APPROVED IN WRITING BY THE DEPUTY DIRECTOR FOR RESIDENTIAL SERVICES OR THE DEPUTY DIRECTOR FOR LOCAL SERVICES AS APPROPRIATE.

E. TRANSPORT TO ADMISSION OR RE-ADMISSION/TRANSPORT TO RELEASE OR DISCHARGE

This section applies to the transport of DFY youth by DFY staff of new admissions, transfers, AWOLS and release violators. It also includes transport upon release to parole or community care and transport upon discharge from the Division. In all cases, transport standards are based upon the most recent classification of the youth. For example, in a transfer from a level II facility to a level III facility, the transport standards of the level III facility would apply. The following standards are to be considered minimal. Intensified security measures, such as increased staff coverage, may be taken depending upon the assessment of the risk factors in any particular transport situation.

1. Transport To A Secure Facility (Level I) For Admission Or Re-Admission

a. Must use a security vehicle

b. Mechanical restraints, including only handcuffs and footcuffs, must be used in every instance.

c. Transport Ratios:

- a minimum of 2 staff (including the driver) for 1 or 2 youths
- a minimum of 3 staff (including the driver) for 3 youths (or a 1:1 ratio when transporting 2 or more youths).

2. Transport To A Limited-Secure/Non-Community Based Facility (Level II) For Admission Or Re-admission

a. Must use a security vehicle

b. Mechanical restraints, including only handcuffs and/or footcuffs may be used whenever in the judgement of the transporting staff or the responsible supervisor, this is necessary for public safety.

c. Transport Ratios:

- a minimum of 1 staff (the driver) for 1 youth
- a minimum of 2 staff (including the driver) for 2 to a maximum of 4 youth.

3. Transport To A Community Based Facility Or To A Private Facility For Admission Or Re-Admission

The youth may be transported at the discretion of the responsible facility director or the responsible field office supervisor.

4. Transport To Release To Community Care Or To Discharge From Any Facility

The youth may be transported at the discretion of the responsible facility director or the responsible field office supervisor.

F. TRANSPORT OF RESIDENTS OF DFY SECURE CENTERS (LEVEL I)

1. A security vehicle must be used.

2. The resident must be handcuffed and footcuffed in every instance except upon release to parole or community care, discharge or transfer to a non-secure facility (see E.2,3 and 4 above)

3. Transport ratios (staff to youth)

- A minimum of 2 staff (including the driver) for 1 or 2 youths
- A minimum of 3 staff (including the driver) for 3 youths (or a 1:1 ratio when transporting 2 or more youths).

NOTE: The above standards are to be considered minimal. Intensified security measures such as increased staff coverage may be taken depending upon the assessment of the risk factors involved in any particular transport situation. These standards do not apply to transfers to level II or III facilities and to releases and discharges from level I facilities. (See section E.).

G. TRANSPORT OF RESIDENTS OF LIMITED SECURE FACILITIES (LEVEL II-TITLE III)

1. High Risk and Non-Assessed Youth

Youth who have not yet been assessed at the First Case Review (about 30 days after admission) and those considered special risks.

a. must use a security vehicle;

b. handcuffs and/or footcuffs must be used if, in the judgement of the transporting staff or the responsible supervisor, this is necessary for public safety.

c. Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 youth.
- A minimum of 2 staff (including the driver) for 2 to 4 youths.
- Not less than 1 staff (including the driver) for every 2 youths whenever transporting more than 4 youths.

2. Low Risk Youth

Youth who have been assessed at the first case review and have specifically been approved for off-grounds recreational activities may be transported by qualified staff under security and supervision arrangements made at the discretion of the facility director subject to the following standards:

Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 to 5 youths.
- A minimum of 2 staff (including the driver) for 6 to 10 youth
- Not less than 1 staff (including the driver) for every 5 youths whenever transporting more than 10 youths

NOTE: The above standards are to be considered minimal. Intensified security measures such as increased staff coverage may be taken depending upon the assessment of the risk factors involved in any particular transport situation. These standards do not apply to transfers, releases and discharges (see section E.).

H. TRANSPORT OF RESIDENTS OF NON-COMMUNITY BASED FACILITIES (LEVEL II - TITLE II)

1. Pre-Assessment

Youth who have not yet been assessed at the first case review (about 30 days after admission) and those considered special risks:

a. must use a security vehicle;

b. handcuffs and/or footcuffs must be used if, in the judgement of the transporting staff or the responsible supervisor, this is necessary for public safety. However, mechanical restraints shall not be used on PINS youth.

c. Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 youth
- A minimum of 2 staff (including the driver) for 2 to 4 youths
- Not less than 1 staff (including the driver) for every 2 youths whenever transporting more than 4 youths.

2. Approved for Off-Grounds

Youth who have been assessed at the first case review and have specifically been approved for off-grounds recreational activities may be transported by qualified staff under security and supervision arrangements made at the discretion of the facility director subject to the following standards:

Transport ratios (staff to youth)

- A minimum of 1 staff (the driver) for 1 to 8 youths
- A minimum of 2 staff (including the driver) for 9 to 16 youths
- Not less than 1 staff (including the driver) for every 8 youths whenever transporting more than 16 youths

Youth who have been approved for off-grounds activities may also be taken off grounds by parents, guardians or volunteers provided that all involved sign an agreement to written rules stipulating the conditions of such off grounds excursions.

NOTE: The above standards are to be considered minimal and should be surpassed whenever resources are available. Intensified security measures such as increased staff coverage may be taken depending

upon the assessment of the risk factors involved in any particular transport situation.

I. TRANSPORT OF DFY RESIDENTS OF COMMUNITY BASED FACILITIES (LEVEL III)

Residents of community based facilities (level III) may be transported at the discretion of the facility director.

J. LONG DISTANCE TRANSPORT BY AUTOMOBILE

Applicable only to transport by automobile driven by DFY staff: If the distance for travel exceeds 110 miles one way or the expected travel time exceeds two hours (one way) and standards require the use of a security vehicle or the youth being transported requires constant visual supervision, then at least two qualified staff must be used regardless of any other standard. At least one of the transporting staff must be of the same gender as the youth being transported. This includes, but is not necessarily limited to:

1. youth being transported for admission to secure facilities (level I) or to limited secure/non-community based facilities (level II).

2. the residents of level II facilities prior to the first case review and those and those considered special risks.

3. the transport of transfers, AWOLS and release violators to facilities in levels I and II.

NOTE: The above standards are considered to be minimal. Intensified security measures, such as increased staff coverage, may be taken depending upon the assessment of the risk factors involved in any particular transport situation.

K. PUBLIC TRANSPORTATION

1. Conditions Where Public Transport Not Allowed

Public transportation shall not be used in any situation in which a security vehicle and/or mechanical restraints is necessary for public safety. DFY youth shall not be taken on public transportation in mechanical restraints. (9 NYCRR 181.8b)

2. Mandatory Escort for Public Transport

Except as otherwise specified, the following categories of residents must be escorted in travel on public transportation by at least one qualified DFY staff.

a. Residents of secure facilities - Except under exigent circumstances, public transportation shall not be used. If public transportation must be used, at least two qualified DFY staff must escort such youth. Exception: if air travel is used, one staff may be used on the plane. However, two escorts must be used on the ground to and from the points of departure and arrival.

b. Residents of level II facilities who have not yet become eligible for their first home visit - The use of public transportation should be avoided. If public transportation is used, at least one qualified staff must escort such youth.

3. AWOLs

a. AWOL juvenile offenders and restrictive placements who come back into the physical custody of DFY staff must be escorted in travel on public transportation by at least two qualified DFY staff. Exception: if air travel is used, one staff may be used on the plane. However, two escorts must be used on the ground to and from the points of departure and arrival.

b. AWOL title III juvenile delinquents who come back into physical custody of DFY staff must be escorted in travel by at least one qualified DFY staff. This includes public transportation. There is no exception. (See New York State Regulations 9 NYCRR 181.9[b].)

c. AWOL title II juvenile delinquents and persons-in-need-of-supervision who come back into DFY custody shall also be escorted in travel. Exceptions may be made only with the approval of the Deputy Director for Residential Services or designee. Such an exception must be based upon the following judgement:

(1) that the AWOL youth will not constitute a danger to himself or others if he/she travels unescorted; and

(2) that the AWOL youth will not abscond again if he/she travels unescorted.

d. Unescorted Returning AWOL

In those instances in which an AWOL youth is approved for unescorted travel:

(1) Once travel arrangements have been made, the worker must phone the facility to which the youth is to be returned (if facility staff is not transporting the youth) and inform the facility of the time and place of the youth's arrival.

(2) When transportation is not by automobile, the DFY staff must personally accompany the youth to the train, plane or bus and purchase a ticket. DFY staff must then supervise the youth until the train, plane or bus has departed.

(3) Facility staff must meet the returning youth. Facility workers must arrive at the plane, train or bus depot prior to the arrival time and wait at the gate of arrival. If the train, plane or bus is delayed, the facility worker must wait at the gate of arrival until the train, plane or bus arrives.

(4) Any DFY AWOL youth who must be returned from or sent to another state, must be returned through the Interstate Compact. In such case, contact the Bureau of Classification and Movement in Central Office.

L. SPECIAL ESCORT

In situations involving the transport of a particularly dangerous youth or one who may require special attention or protection, law enforcement officers shall be used to provide such service or render assistance. Such use requires approval by the Deputy Director for Residential Services or designee.

M. EMERGENCY SITUATIONS

In emergency circumstances constituting a life threatening situation, the standards contained in this item may be waived with the approval of the facility director, whenever possible, or the senior staff on the scene. When this is done, a report must be filed with the appropriate Deputy Director or designee.

NOTE: ANY EXCEPTIONS TO THESE RULES OR ANY OF THE TRANSPORT STANDARDS ESTABLISHED IN THIS POLICY IN PARTICULAR CASES MUST BE APPROVED BY THE APPROPRIATE DEPUTY DIRECTOR OR DESIGNEE. A WAIVER FOR A DEVIATION FROM ANY STANDARD MUST BE APPROVED IN WRITING BY THE DEPUTY DIRECTOR FOR RESIDENTIAL SERVICES OR THE DEPUTY DIRECTOR FOR LOCAL SERVICES AS APPROPRIATE.

CGF-1201 (7/85) NEW YORK STATE - DIVISION FOR YOUTH

POLICY MANUAL

TITLE:	DATE:	ITEM NUMBER:
SUPERVISION OF RESIDENTS - GENERAL	11/14/86	3247.03

APPROVED BY: Leonard G. Dunston, **DIRECTOR.** **DATE:** 11/21/86

RELATED LAWS:	NUMBER OF APPENDIX PAGES:	PAGE:
Executive Law, Art. 19G, Section 501		1 of 5

SUPPORTING REGULATIONS:	CONTACT UNIT: Program Utilization & Mgt. Assistance (P.U.M.A)
9 NYCRR, Part 168	

KEY WORDS:		COMPLIANCE STANDARDS:
(1) Security	(2) Discipline	CAC 2-9173 through 2-9197
(3)	(4)	
(5)	(6)	

SUPERSEDES: Item Number	Date	DFY POLICIES AFFECTED: Item Number		Date
		3453	Home Visits for DFY Residents	3/20/84

SUMMARY: This item describes the objectives and standards of the supervision of residents.

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A. INTRODUCTION

B. ADEQUATE SUPERVISION

C. OBJECTIVES OF SUPERVISION

D. TRAINING OF DIRECT CARE STAFF IN SUPERVISION

E. GENERAL PRINCIPLES OF SUPERVISION

F. SUPERVISION OFF GROUNDS

G. SUPERVISION AND CONTROL OF YOUTH DURING TRANSPORT

H. IMPLEMENTATION OF SUPERVISION POLICY

A. INTRODUCTION

This policy focuses on the objectives and standards of supervision basically from a security and custody point of view. It does not include the many subtle factors of perception, observation, action and technique which staff supervising youth depend upon daily for effective supervision.

B. ADEQUATE SUPERVISION

The facility director and the facility's regional management shall be responsible for ensuring that there is sufficient staff to provide adequate supervision of residents at all times.

C. OBJECTIVES OF SUPERVISION

1. To ensure that residents do not harm themselves or others, physically or psychologically, physical fighting between residents is never to be allowed. If it should occur, it must be stopped immediately.

2. To ensure that residents follow socially acceptable norms of behavior within facility rules.

3. To prevent AWOL's.

4. To ensure that property, both State and personal, is protected from damage or theft.

5. To ensure that residents are participating in program in accordance with established schedules.

D. TRAINING OF DIRECT CARE STAFF IN SUPERVISION (SEE ALSO PPM 2801 - TRAINING STANDARDS FOR DIRECT CARE STAFF)

1. Facility directors shall ensure that all those workers whose job responsibilities include the supervision of residents in groups such as in school, in dining areas, during recreational activities, during transport, during community outings, etc. - shall be trained in supervision. Job titles include: youth division aide III-IV, youth division counselor, senior youth division counselor, teacher II-IV, vocational specialist I-II, education supervisor, education coordinator, recreation therapist I-II, recreation program leader I-II, DFY health care titles, vocational instructors, psychologist, maintenance staff and cooks, and work crew supervisors.

2. New employees shall receive a minimum of 40 hours of training before assuming full supervisory responsibility for a group of residents. (NOTE: Facility directors are expected to attempt full

implementation of this standard within the limits of their resources. If full implementation is judged not possible, facility directors must obtain written approval for a temporary waiver from regional management until resources are available.)

3. Each youth division aide shall receive a minimum of 40 hours of training per year.
(NOTE: Facility directors are expected to attempt full implementation of this standard within the limits of their resources. If full implementation is judged not possible, facility directors must obtain written approval for a temporary waiver from regional management until resources are available.)

4. Training shall include, but shall not be necessarily limited to:

   a. the tasks and standards of the staff supervising youth

   b. the objectives of supervision;

   c. communication including emergency situations;

   d. recording and reporting requirements including the unit log;

   e. the physical count system;

   f. techniques of physical restraint;

   g. techniques of effective supervision;

   h. first aid training and health awareness;

   i. use of security and custody hardware (hand cuffs, foot cuffs, transfer belts)

   j. techniques of early intervention.

   k. signs of potential problems

5. Training shall be documented in accordance with established DFY methods of documentation.

E. GENERAL PRINCIPLES OF SUPERVISION

1. Staff supervising youth should keep in mind that they are a role model for youth under their care. Staff supervising youth are to conduct themselves in a professional manner on the job at all times.

   a. They should strive to be objective, consistent and fair at all times.

b. They should understand that a sense of humor is an important ingredient in effective supervision. However, it must not be used at the expense of the resident.

c. They shall not have a hostile or retaliatory attitude toward residents and shall not ridicule or insult residents.

d. They shall not engage in profanity, practical-joking and the telling of inappropriate jokes or stories with residents.

e. They shall not make "deals" with residents.

f. They shall not engage in any form of "horseplay".

2. Residents shall never be used to supervise other residents.

3. Each staff supervising youth shall know the whereabouts of each resident under his charge at all times.

4. Incidents, whether or not handled at the unit level, shall be reported to higher supervisors.

5. Each staff supervising youth is responsible for being continually alert and aware of what goes on in the unit or area of supervision. He is expected to be on the alert for changes in the environment - even subtle ones which may be a clue to an underlying problem.

6. Staff shall not abuse residents physically or psychologically. Corporal punishment is prohibited. Staff supervising youth have the authority to use the appropriate degree of physical force to protect themselves and others and to protect property and may be required to use force as the situation dictates. However, only that degree of physical force sufficient to control behavior and protect the safety of persons and property shall be used; no more. (See PPM #3247.13 - The Use of Physical Force.)

F. SUPERVISION OFF-GROUNDS

For facilities in Level I, except for juvenile offenders on temporary release status, residents must be accompanied at all times by two staff and be handcuffed. For facilities in Levels II through IV, residents must be accompanied by DFY staff until they become eligible for their first home visit in accordance with PPM #3453 - Home Visits for Residents. (4 months for Levels II and III, 3 months for Level IV) The exception for Level IV facilities is that for youth who have been at the facility for at least one month, approved parents and approved volunteers may escort residents off grounds without staff accompaniment provided such parents, volunteers and residents sign a suitable written agreement containing the rules for such off-grounds supervision.

G. IMPLEMENTATION OF SUPERVISION POLICY

Each DFY facility director shall be responsible for developing procedures which will effectively implement supervision policy and provide day-to-day guidance for staff supervising youth in carrying out their duties at the facility. These procedures shall be contained in a facility manual of procedures for security and custody (see item 3247.20). These procedures shall be approved by the district supervisor, regional director, and deputy director for operations or designee.

APPENDIX G

WORK-RELATED VOCABULARY

Sample of Work-Related Vocabulary

A
accident; accidental
activity
additional
adjudication
agency
allegation
applicable
appropriate
arrested
authority

B
behavior
benefit

C
capital
central
charges
completion
community
conducting
contact
contraband
county
crime; criminal

D
death
department
description
detailed
detention
diagnosis
director
disposition
disruption
disturbance

E
escape

F
facility
force

H
hospital
hotline

I
identify
illness
immediate
incident
initiate
injury
internal
investigation
involved

L
location

M
maintenance
medical
memorandum
misbehavior
misconduct

N
narrative
nature
necessary
notified

O
observation
occurrence
offense
office
ombudsman
originator

P
parents
physical
police
positive
prepared
primary
probation

R
recommendation
register
remanded
report
resident
resulting

S
secures
setting
sexual
sheriff
signature
specific
standard
suicide
supervised

T
threat

U
unusual
unsupervised

V
violation
voluntary

W
warrant

APPENDIX H

WORK-RELATED WRITING SAMPLES

Unit Log Checklist
Sample Log Entries
Report Writing Buzz Words
Behavior/Incident/Activity Report Checklist
Sample B/I/A Report from Essential Writing Module

Unit Log Checklist

Did you consider the overall purpose of the Log?				
Permanent/Official Record of Events/Incidents/Observation				
Communicates information to Staff/Management				
Is the following information accurately included ?				
Professional content / form				
Permanent ink (blue or black)				
Dated				
Time of entry				
Signed or initialed				
Entries from each staff				
Who is on duty				
Who gave keys				
Who received keys / report				
Security check noted				
Head counts				
Movement recorded:				
Where				
Number				
Outside communication: Mail, phone calls				
Significant events; include opinions, back them with facts				
Last entry of shift:				
Total count				
Where absent residents are				
Who is going off duty				
Who received keys				
Shift summary- information for next shift / supervisors				
Is the information:				
Legible				
Only official business				
Corrected with just a single line drawn through any error				

Sample Log Entries

Typical Entries for a Unit/Facility Log

Pop 14. WEDNESDAY JUNE 12, 1990

49) 11 45 PM YDA MUNGO ON DUTY. KEYS AND REPORT RECIEVED FROM YDA DUNGO. POP 14 Mungo

50) 12 00 MID YDA DUNGO OFF DUTY. KEYS AND REPORT TO YDA MUNGO. Dungo

Pop 14 THURSDAY 6/13/90

1) 12 00 AM VISUAL HEAD COUNT - 14. REPORTED TO CENTRAL, CHECKED LOCKS AND DOORS Mungo

2) 12 45 AM BATHROOM CALL FOR RESIDENT JOHN JONES. Mungo

3) 1 00 AM VISUAL HEAD COUNT - 14 REPORTED TO CENTRAL SERVICES. Mungo

4) 2 00 AM VISUAL HEAD COUNT - 14 REPORTED TO CENTRAL SERVICES. Mungo

5) 2 15 AM BATHROOM CALL FOR RESIDENT BOB MUCH. Mungo

6) 2 25 AM RECEIVED AN OUTSIDE PHONE CALL FROM A DEBRA BORO. SHE STATED SHE WAS THE MOTHER OF MIKE BORO, AND NEEDED TO TALK TO HIM, DUE TO A DEATH IN THE FAMILY. I TOLD HER THAT I CAN NOT VERIFY WHETHER A MIKE BORO IS HERE. I WILL CONTACT MY SUPERVISOR WHO WILL CALL YOU BACK. I NOTIFIED DUTY OFFICER SANDBOURNE AT 4 25 AM AND RELAYED THE ABOVE INFORMATION, AND THE LADIES PHONE NUMBER. Mungo

7) 3 00 AM VISUAL HEAD COUNT - 14 REPORTED TO CENTRAL SERVICES. Mungo

REPORT WRITING BUZZ WORDS

Behavior / Incident / ActivityReport Checklist

Did you consider the overall purpose of the Report?				
To record significant behaviors of residents both positive and negative				
Type of behavior				
How observed				
Facility where behavior happened				
Date				
Time				
Resident involved				
Resident's location				
How reported				
Who				
What				
Where				
When				
How				
Why (if known)				
Chronological order				
Action to be taken: what was done or is recommended				
Who filled out report				
Title				
Date signed				
Is the information:				
Legible				
Using behavioral statements				
Avoiding opinions (unless backed with facts)				
Corrected with just a single line drawn through any error				

Sample B/I/A Report

State of New York
DIVISION FOR YOUTH
Form DFY-2079 (Rev 11/89)

BEHAVIOR/INCIDENT/ACTIVITY REPORT

☐ POSITIVE BEHAVIOR ☑ MISBEHAVIOR ☐ INCIDENT
Check all that apply
☐ CONTACT ☐ OBSERVATION ☐ OTHER

FACILITY/COMMUNITY CARE OFFICE: [redacted] Res Center ACTIVITY-- Date: [redacted] Time: [redacted] am pm
Name

SUBJECT OF REPORT (Person/Agency Involved): [redacted] [redacted]
Name (include agency/title, if applicable)

HOW REPORTED: ☑ In Person ☐ By Telephone ☐ By Letter or Memorandum

SPECIFICS OF REPORT/NATURE OF INCIDENT (Who, What, Where, How, Why, etc.): During Recreation time. [redacted] and [redacted] haved some problems with each others, I confront them about it But later around, I cam from behind and ear [redacted] challenge [redacted]. "Lets get it on" [redacted] respond was "Whatever". [redacted] became physically aggressive. At that point the two residents were ask to go to the back wich they did

Serious rule # 6

ACTION TAKEN OR TO BE TAKEN (Please Be Specific): 1 day "B" level for each resident, Loss of privileges

Completed By: [redacted] YDA II Date: [redacted]
Name Title

FACILITY DIRECTOR/COMMUNITY CARE SUPERVISOR USE

Copies sent to: 1) _____ 2) _____ 3) _____

Unusual Incident: ☐ Yes ☐ No. If Yes, complete Form DFY-2004.

DISTRIBUTION -- *Facility: White -- Youth Case File; Yellow -- Community Care Office; Pink -- Originator/Internal Distribution.*
Community Care Office: White -- Supervisor/Youth File; Yellow -- Facility; Pink -- Originator/Internal Distribution.

NOTE: Originator should send White and Yellow copies intact to the Facility Director/Community Care Supervisor.

BEST COPY AVAILABLE

APPENDIX I

SELECTED RESOURCES

Portfolio Assessment, by Barbara Van Horn
How People Become Effective Learners, by Robert M. Smith

SUGGESTED RESOURCES

Portfolio Assessment

Barbara Van Horn,
Institute for the Study of Adult Literacy

Traditionally, changes in literacy skills have been measured through the use of standardized, norm-referenced tests. While these tests are of some value in comparing state or national data, they are of limited value to the teacher or to the learner in an adult literacy program. In the past few years, interest has grown in the use of altenative assessments, such as criterion-referenced, competency-based, and curriculum-based assessments which more clearly assess the learner's progress against specific indicators or agains the curriculum.

Portfolio assessment is an alternative performance assessment that has promise as an effective approach to tracking changes in literacy skills for adult learners. Portfolio assessment provides a system for evaluating the results of various alternative assessments (such as observations, self-ratings, writing samples, and cloze tests) as well as the results of norm-referenced tests to make instructional decisions and to track progress toward both individual and programmatic goals. Key to the successful use of portfolio assessments with adults is the active involvement of the adult learner through each step of the process – from determining portfolio contents through deciding procedures for evaluating these collections.

Portfolios may be particularly effective for several reasons:

- Portfolio assessment requires active and ongoing participation by the learner in evaluating the contents of his/her portfolio. Adult learning theory indicates that active involvement in the learning process is essential in developing self-esteem and skills necessary for self-directed learning.
- Successful portfolio assessment depends on the ongoing communication between the instructor and the learner in evaluating the portfolio contents. This communication also fosters a climate of mutual inquiry and encourages participants to take responsibility for their own learning.
- Portfolio assessments are useful in illustrating relatively minor changes in literacy skills. This is particularly important in working with adults reading at the lowest levels and those with limited English proficiency.

Portfolios can be an effective way to assess adult learning; however, instructors should be aware of several drawbacks to using portfolios. This type of assessment does not replace the use of norm-referenced tests since the portfolio contents are unique to the individual. Generally, portfolios are used in addition to norm-referenced assessments that are required by many funding agents. In addition, while instructors need to outline benchmarks that can be used to evaluate portfolio contents, it is not likely that the instructors will find "canned" benchmark examples that will serve their learners' specific needs or the requirements of the instructional program. Instructors will have to construct reliable examples that illustrate various levels of achievement. Finally, portfolio assessment is time-consuming. Instructors must work with learners to determine the portfolio contents and how it will be evaluated. They also must meet with each learner on a regular basis to review and evaluate the portfolio. Program developers considering the use of portfolios, therefore, should include sufficient time in their instructional; plans to accommodate the requirements of this promising approach to assessment.

Reprinted with permission of the author - as printed in *Literacy Practitioner*, August 1994; Buffalo, Literacy Volunteers of America/ New York State, Inc., and *Mosaic: Research Notes on Literacy*. June 1993, Vol.3, No.2. Institute for The Study of Adult Literacy.

How People Become Effective Learners

By Robert M. Smith as published in *Adult Learning*

Deliberate efforts to learn involve action, reflection, and self-monitoring. The heart of the process is developing the awareness and capacities for effective self-monitoring and active reflection. Here's an explanation of how that process works.

Multiple factors have stimulated recent worldwide research and activity related to how people learn to learn, ways to enhance learning competence, and relationships between facilitation, learning, and learning to learn. Some of these factors are (1) accelerating social change, which has revealed the importance of lifelong learning; (2) breathtaking increases in available knowledge and technology, which have stimulated interest in making learning more efficient; (3) new perspectives on teaching, learning, and the purposes of formal and nonformal education; (4) school reform, educational equity, and learner empowerment, which have emerged as highly controversial issues; (5) new institutional forms and delivery systems, each with special methodological demands; and (6) more diverse and sophisticated approaches for investigating learning processes.

What Characteristics Describe the Ideal Learner?

Ideal learners are active, confident, self-aware learners who carefully monitor learning-related activities and continually reflect on outcomes and possible adjustments in tactics. They demonstrate flexibility, sensing when to take or relinquish control and when to modify plans. Ideal learners know when to employ a variety of strategies, regardless of the context. They are open to new ideas and experience.

They are skilled in transferring what is learned to other situations. They can identify the personal rules and myths that are brought to educational situations, and they understand the rights of an educational consumer, smoothly negotiating educational bureaucracies. They have also learned to think critically and to review assumptions about learning and knowledge. These qualities will have resulted from a combination of nature and nurture--through everyday experience, participation in formal education, and through the deliberate efforts of facilitators seeking to enhance the capacity for learning. Needless to say, no one ever becomes such a fully realized learner that success comes automatically and painlessly.

Printed with permission from Smith, R.M., "How People Become Effective Learners," *Adult Learning*, April 1991, 11-13. American Association for Adult and Continuing Education, publisher.

How do People Learn to Learn?

Implicit in learning to learn is the notion of gradually becoming more efficient and effective in managing all types of learning activities. The processes involved are both intrapersonal and interpersonal. The acquisition of such metacognitive abilities as relating new information to existing knowledge, reading for meaning, anticipating, and hypothesizing represents at once a developmental process within the individual and transactions with others--parents, teachers, co-learners. For example, one learns to participate effectively in groups (to learn in and through them) by group experience which may also include specific training in goal setting, active listening, consensus reaching, and the giving and receiving of feedback. Also, the skills of learning are not finite since they often grow rusty and require renewal.

So people learn somewhat haphazardly through experience and training; unlearning is often involved as well. Deliberate efforts to learn involve action, reflection, and self-monitoring. But while choosing a course and completing an assignment require a series of activities, decisions, and a choice of strategies, we learn to learn as we become more aware of ourselves as learners (and consumers of education) and more active in examining what happens as we learn. The heart of the learning process is developing the awareness and capacities for effective self-monitoring and active reflection.

Developing Awareness for Monitoring and Reflection

Awareness of self as a learner can take many forms. It is important to be sensitive to one's motives, goals, and purposes for learning and to appreciate one's learning style. There is a need to be able to review our assumptions about what learning "is." We know, for example, that people have widely different conceptions of learning. Learning is variously assumed to be, in the order of sophistication: (1) any increase in knowledge; (2) memorizing information; (3) acquiring knowledge for practical use; (4) abstracting meaning from what is seen and heard; (5) an interpretive process directed to the understanding of reality. Someone who holds views one or two obviously would be ill-equipped for success in a course taught by someone holding views four or five since the instructor would almost surely use inappropriate strategies for that learner.

Self-awareness of personal myths about education and learning is useful. The myths might include convictions about one's capacities--"I'm too old to learn that," "I can't learn anything that requires math skills," or "small group learning is a waste of time." Recognizing that such attitudes are potentially self defeating can be an important step.

The quality of our monitoring affects the efficiency and effectiveness of our efforts. We often feel pressure, for example, to make instantaneous responses to data coming in. These responses are sometimes dysfunctional--substituting one inappropriate strategy for another. However, it is through the quality of our reflection that we gain the insights essential to improved learning performance. We may reflect on a specific learning event or on larger blocks of educational experience. When reflecting on a specific event, we tend to extract instrumental inferences related to similar upcoming events, e.g., "I need to read the exam questions twice before I begin to write," or "I need to listen more actively." When reflecting on larger blocks of experience--a workshop, the first year of college--reflection will often have major financial and career implications as well as an impact on confidence and motivation for further learning.

Awareness, self-monitoring, and reflection, then, interact to make critical contributions in the learning-to-learn process. They may help us to identify and cope with barriers to learning and make satisfactory resolution of such issues as when to relinquish control and when to take control. They allow us to extract meaning from our experience. They help us acquire and use a repertoire of learning strategies. They help us apply what is learned and enable us to examine and modify the personal rules and principles that govern our learning. And they produce the insights that fuel the motivation and confidence for further learning. Thus, people learn to learn as self-monitoring, reflection, and awareness are developed and strengthened.

Facilitative techniques for fostering these capacities include keeping learning logs and journals, writing "process" reports after training experiences, exploring the implications of learning style profiles, and using "thinking about learning" exercises. Also useful are discussions aimed at helping learners to surface personal rules and assumptions. The facilitator may want to use his or her own learning style and personal rules as a model for discussion.

What Do Effective Learners Know About Knowledge?

People learn to learn as their concept of knowledge is elaborated. Just as an understanding that learning is essentially memorization is often inadequate, so is the notion that knowledge consists primarily of correct pre-determined answers inadequate. A more sophisticated concept of knowledge acknowledges that a problem may have more than one "correct" answer depending on context and circumstance or that several theories have utility despite their dissimilarities. Learning competence has not only a generic, but also a content-specific aspect. A person may think relativistically about one domain of knowledge and narrowly or rigidly about another. Underdeveloped views of knowledge inhibit learning competence. It is important to come to understand that there are different "knowledges," different histories, theologies, and psychologies. For example, ethnic history produced by the dominant culture may bear little resemblance to what members of a minority group have actually experienced or contributed.

Effective learners try to apply new skills and information as soon as feasible in order to make them their own. One has a right if not an obligation to question the "official" knowledge presented. Knowledge can be played with: an idea can be turned around or inside out (for example, by asking "what if" questions); and a concept can often be made meaningful through expression as metaphor. Knowledge can be "scaffolded" and tied together through mental models, conceptual frameworks, principles, paradigms, and other representations of relationships and hierarchies. Some agencies and programs award formal credit for knowledge gained through everyday experience and people often need to convert their experience into official knowledge.

Finally, learners should know that they possess potentially useful "knowledge within" that often can be accessed and used for learning and problem solving. Intuitions, insights, dreams, and fantasies have content that can be personally validated and integrated with and through more rational processes. The result would be more holistic learning. Deliberate training for the enhancement of these non-rational capacities, however, is still in its infancy.

What Are Some Implications?

Needed now is a paradigm that not only links teaching and learning in a reciprocal and collaborative manner--an interactive transaction--but one that also links learning and teaching to learning to learn. For as we learn, we learn how to learn and, often, how not to learn effectively.The new paradigm requires significant changes in perspective. Teaching becomes understood primarily as a learning-and-learner-centered process. Relationships between in-school and out-of-school learning become very important. Education comes to be seen not only as a process of arranging conditions and environments for learning, but for helping people to learn more efficiently and effectively.

Teachers need to begin to teach more interactively, to challenge themselves and learners to raise questions and examine assumptions, to pose and solve problems. Diagnosis, negotiation, and collaboration are emphasized. Teaching and learning focus on meaning and understanding. The student is led to the limits of his or her knowledge and helped to find aspects that are especially interesting and meaningful. The teacher or trainer tries to understand the client as a learner with a personal view of learning and knowledge.

People need to be helped to understand the structures of knowledge, to interact with content, to anchor new content in prior knowledge, and to acquire the skills of transfer. They do this by learning, for example, not only skills but why and when to use those skills. The teaching of key concepts and principles becomes especially important as does the examination of critical issues. Accumulating facts becomes relatively less important than learning where and how to access information. Feedback and assessment are directed to both content and process issues--that is, to what was learned, the obstacles encountered, and the implications for further learning.

Robert M. Smith is professor of adult-continuing education at Northern Illinois University. He is the editor of Learning to Learn Across the Lifespan *(Jossey-Bass).*

Suggested Resources

Listed below are some resources that the LVA Affiliate or a tutor might find useful. They provide additional background information related to this *Guide to Contextualized Workplace Tutoring* .

Cheatham, J.B., Colvin, R.J, and Laminack, L.L. *TUTOR: A Collaborative Approach to Literacy Instruction. Seventh Edition.* Syracuse, N.Y.: Literacy Volunteers of America, Inc., 1993.

Available from: Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Phone: (315) 445-8000 Fax: (315) 445-8006

DuPrey, A. *Maintaining the Balance: A Guide to 50/50 Management.* Syracuse, N.Y.: Literacy Volunteers of America, Inc., 1992.

Available from: Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Phone: (315) 445-8000 Fax: (315) 445-8006

Fingeret, H. A. *It Belongs to Me: a Guide to Portfolio Assessment in Adult Education Programs.* Durham, N.C.: Literacy South, 1993.

Available from: Literacy South
Snow Building, Room 202
331 W. Main Street.
Durham, NC 27701
Phone: (919) 682-8108 Fax: (919) 682-3598

Green, A. and Lane, B. (Eds.) *The Portfolio Source Book.* Vermont: Vermont Portfolio Institute, 1994.

Available from: Vermont Portfolio Institute
P.O. Box 262
Shoreham, VT 05770
Phone: (802) 897-7022 Fax: (802) 897-2084

Hacker, D. *A Writer's Reference.* New York: St. Martin's Press, 1989

Available from: St. Martin's Press
175 Fifth Ave.
New York NY 10010
Phone: (800) 221-7945 Fax 1-800-258-2769

Heimlich, J.E. and Pittelman, S.D. *Semantic Mapping: Classroom Applications.* Newark, Del.: International Reading Association, 1990.

Available from: International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
Phone: (302) 731-1600 Fax: 302) 731-1057

Lawson, V. K. *Occupational Literacy: Process Sheets for Development of an Individualized Curriculum.* Syracuse, N.Y.: Literacy Volunteers of America, 1989.

Available from: Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Phone: (315) 445-8000 Fax: (315) 445-8006

Pre-GED Writing. Steck-Vaughn Pre-GED Series. Austin, Tex.: Steck-Vaughn Company, 1992.
[Similar pre-GED materials are also available from several other publishers.]

Available from: Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755
Phone: (800) 531-5015 Fax: (512) 343-6854

Literacy Volunteers of America – New York State

Affiliate Administrator's Guide

To Implementing Contextualized Workplace Tutoring

through Rockefeller College and the
Governor's Office of Employee Relations - Project REACH

Workplace Literacy Project

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program (NWLP) Grant (FY 1992) within a project administered by the Professional Development Program of Rockefeller College, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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New York State Division for Youth
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Governor's Office of Employee Relations
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Brian Caldwell, DFY Training Specialist - DFY Coordination, Advisement

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The Guide to Contextualized Workplace Tutoring and its companion, the Affiliate Administrator's Guide, came to fruition through the talents and commitments of an array of individuals. We would like to acknowledge all those for their efforts and to give special mention to those listed below, whose contributions were particularly valuable.

The initial drafts of the guidebooks and all appendices were the design of Muriel P. Medina, Ph.D. of the Rockefeller College Professional Development Program. Muriel's creative involvement with the development of the guidebooks from inception to completion was instrumental in achieving the high quality that the final products have. Her expertise with volunteer tutoring and her role with LVA NYS were critical to this project. We appreciate all her efforts and especially her patience throughout the arduous review and editing processes.

We thank Brian Caldwell, Margaret Davis, and Judith Blair of the New York State Division for Youth's Training and Development Division for all recommendations and guidance related to DFY issues. The sections in the guidebooks regarding DFY procedures, materials, and information can be attributed to Brian's efforts. The contributions of several Youth Division Aides of DFY whose conversations provided the content for "Glimpses into a YDA's Work Day" must also be acknowledged but for purposes of confidentiality, remain anonymous.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH issues for LVA tutors, affiliates, and their directors. Without Diane's expertise in the operation of REACH across all New York State agencies the tutoring component of this project could not have been implemented. Her review of the manual provided valuable feedback in all sections, particularly those involving LVA/REACH procedures, materials, and information. We also thank Katherine Zimmerman of Project REACH for her insight as the front line member of the REACH staff who would interface with the potential DFY employee seeking tutoring support. Finally, we appreciate the review and insight of Ira Baumgarten of NYS CSEA whose involvement with REACH efforts was valuable.

Without the patience of Janice Cuddahee, Associate Executive Director of Literacy Volunteers of America - New York State, the tutoring component of this project and these manuals could not have been possible. Her expertise and perspective in the statewide volunteer tutoring scene served the evolution of the tutoring component well. Janice was responsible for the development of the reporting process for the Affiliate Administrators among other things. In addition, the role of advisement in the development and review of the guides played by Virginia Gilbertson, LVA NYS Director of Education was valuable. We thank LVA NYS for making the time of these two talented individuals available to this project.

We would also like to express appreciation for the time and feedback of LVA tutor, Ross Maniaci, and Executive Director of Literacy Volunteers of Greater Syracuse, Mark Cass, for their review of the guidebooks from the practitioner's perspective.

Special thanks go to the staff at Rockefeller College for their contributions to the development, revision, and finalization of the Guides, including Mary Hall, who performed the job of final editing and proofing and who was responsible for designing the format and layout and coordinating the final production. Sandy Guntner executed the design and completed all word processing and graphic work. Her patience throughout the many versions of the guides was essential. Christine Katchmar acted as overall director of the development effort and was responsible for writing the Preface.

Preface

The *Guide to Contextualized Workplace Tutoring* and the *Affiliate Administrator's Guide* were conceived and developed in New York State within a project supported by the U.S. Department of Education's National Workplace Literacy Program (NWLP). The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Professional Development Program of Rockefeller College, University at Albany through the Research Foundation, State University of New York – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing skills; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the work force."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component of the project, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. As the educational entity in this partnership Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State Agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency, and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

Rockefeller College was awarded the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context for the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities.

Initial input from focus groups and an Advisory Committee of administrators, supervisors, and employees of DFY was integral to curriculum development. This input, combined with the results of the extensive field work, laid the foundation for a 40-hour curriculum, *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by review and input from training division staff of DFY.

The curriculum is now a core component of the training given by DFY to all newly-hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they will be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services, such as tutoring, for select YDAs.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

The Tutoring Component

The tutoring component of this workplace literacy project is provided through Project REACH support. Project REACH is the workplace basic skills program available to all New York State CSEA-represented employees. Project REACH is a joint labor / management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. The Project REACH brochure in the appendix of the *Guide to Contextualized Workplace Tutoring* provides a detailed description of its services and structure.

The impetus for the initial proposal to the NWLP for this project came from Project REACH, who, with CSEA, had had broad statewide experience with workers like the DFY YDAs and who had become well aware of the literacy needs of New York state employees. Both CSEA and GOER - Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they realized the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA could receive through the 40-hour *Essentials* program, if needed.

Project REACH and CSEA have had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies. Therefore, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. The *Guide to Contextualized Workplace Tutoring* and its companion, the *Affiliate Administrator's Guide*, are the working products of this component.

The *Guide to Contextualized Workplace Tutoring* and the *Affiliate Administrator's Guide* are collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College. Rockefeller College is pleased to have been a part of such a dynamic and collaborative development process and is eager to provide these resources to the volunteer tutoring system of New York State. The hope is that these products will be instrumental in continuing the work conceived and initiated within the New York State Division for Youth by the Rockefeller College Workplace Literacy Project.

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Tutoring Attendance Form

Section 1 Requirements For Tutors

The *Guide to Contextualized Workplace Tutoring* was developed for Literacy Volunteers of America - New York State (LVA-NYS) volunteer tutors who are providing tutoring for the New York State Division for Youth employees, Youth Division Aides (YDAs), through Project REACH. It is intended to be used in conjunction with *TUTOR: A Collaborative Approach to Literacy Instruction, Seventh Edition.* The *Guide* will help tutors apply the approaches and techniques presented in *TUTOR, Seventh Edition* to the reading and writing that YDAs need to do on the job. The *Affiliate Administrator's Guide* accompanies the tutor's *Guide to Contextualized Workplace Tutoring.*

This *Affiliate Administrator's Guide* provides information that the affiliate administrator will need for taking YDAs into their programs as Project REACH learners. It also helps administrators select and support qualified volunteers for this specialized tutoring. Finally, it provides information on the reporting requirements associated with Project REACH and the Division for Youth.

This section is intended to help you select appropriate tutors to provide contextualized tutoring. The qualifications and the specific duties expected of tutors can help ensure that the tutoring experience is successful for both the tutor and the YDA.

Qualifications

These qualifications are important to include in your screening process as you identify tutors to provide contextualized tutoring for YDAs. Please note that these qualifications are in addition to those listed in the Tutor Job Description in *Maintaining the Balance: A Guide to 50/50 Management* (p. 127).

- High-level reading and writing skills
- Willingness to tutor intermediate and advanced learners
- Belief in a participatory approach to working with learners
- Willingness to maintain a high degree of confidentiality
- Willingness to tutor the YDA at the Division for Youth residential facility where the YDA works, if that is the YDA's preferred tutoring site

Specific Duties

Tutors who provide contextualized tutoring for YDAs have some specific duties that other tutors in your program do not have. These duties are to ensure that (1) tutors are well-prepared for this specialized tutoring assignment, (2) the tutoring sessions build on the YDA's learning experience in *Essentials*, and (3) the reporting needed by the YDA's supervisor is carried out on a regular basis. These specific duties are in addition to those listed in the Tutor Job Description in *Maintaining the Balance: A Guide to 50/50 Management* (p. 127).

- Complete *a TUTOR, Seventh Edition*, workshop following the *Basic Literacy Trainer's Guide*, 1994 (or in-service updating tutors on the instructional techniques and approaches in *TUTOR, Seventh Edition*).
- Study the *Guide to Contextualized Workplace Tutoring* .
- Participate in pre-training and technical assistance related to contextualized tutoring.
- Prepare job-related lessons following the suggestions in the *Guide to Contextualized Workplace Tutoring* .
- Incorporate goals from YDA's Individual Development Plan into lesson plans.
- Continue portfolio assessment as part of the ongoing assessment process.
- Sign YDA's DFY Youth Tutoring Attendance Form following each tutoring session, verifying the YDA's attendance at the tutoring session. (See Appendix C: "DFY Tutoring Attendance Form" in the *Guide to Contextualized Workplace Tutoring*.)

Section 2 Intake, Monitoring, and Tutor Support

As the administrator of an LVA affiliate participating in this Workplace Literacy Project, you will be involved in the intake of YDAs who request tutoring through Project REACH. You will also be involved in selecting, monitoring, and providing some technical assistance for the tutors. The intake process, suggestions for monitoring, and a description of the technical assistance available to the tutor are described below.

Intake Process

Following is the intake process for YDAs who request tutoring through Project REACH.

- The Project REACH representative (who receives tutoring requests through the Project REACH toll-free number) will inform the affiliate administrator (a) that a YDA from the affiliate's area has requested tutoring through Project REACH and (b) that the YDA has been given the name and telephone number of the affiliate.
- The Project REACH representative will send the affiliate administrator a packet for contextualized workplace tutoring which includes one copy each of:
  - *The Guide to Contextualized Workplace Tutoring*
  - *The Affiliate Administrator's Guide*
  - *TUTOR: a Collaborative Approach to Literacy Instruction, Seventh Edition.*
- The YDA calls the local LVA-NYS affiliate.
- The affiliate follows its own intake process for setting up tutoring for the YDA. During the intake interview, ask the YDA if s/he prefers to have the tutoring sessions at the residential facility where s/he works. If so, ask the YDA for the following information, which will be passed on to the tutor:
  - directions for getting to the facility
  - type of facility (secure, limited secure, non-secure, community-based)
  - security procedures for visitors
  - specific location of the tutoring sessions
  - parking information
  - facility regulations that the tutor needs to know

- During intake, ask the YDA to bring the Individual Development Plan s/he developed during *Essentials* to the first tutoring session.
- The affiliate administrator selects an appropriate tutor for the YDA.
- The affiliate administrator goes over the specific duties with the tutor and gives the tutor one copy each of:
  - *The Guide to Contextualized Workplace Tutoring*
  - *TUTOR: A Collaborative Approach to Literacy Instruction, Seventh Edition.*
- The affiliate administrator and/or the tutor schedules the pre-service training as described below.

Monitoring the Tutor/YDA Match

As the affiliate administrator, you will monitor the tutor/YDA match in the same way you monitor other tutors and students. This monitoring varies from affiliate to affiliate but will, at a minimum, include the quarterly progress report that you submit to the LVA-NYS office as part of the affiliate reporting process. The reporting process is discussed in Section 3.

Training and Technical Assistance for the Tutor

As the affiliate administrator, you will be providing the tutor with the on-going technical assistance related to basic tutoring questions that is available through your affiliate's regular support processes. However, in addition to your own support process, the Workplace Literacy Project will provide training and individualized technical assistance related to contextualized tutoring questions through March 31, 1995. Further technical assistance in this area may be arranged by LVA-NYS and Project REACH after that date.

Pre-Service Training

The tutor will need to participate in pre-service training via telephone with staff of the Rockefeller College Workplace Literacy Project. To arrange for this training, call Project REACH (1-800-253-4332).

This pre-service training should be scheduled between the time the tutor receives the *Guide to Contextualized Workplace Tutoring* and his/her first tutoring session with the YDA. Pre-service training will be the most helpful if the tutor reads through the *Guide* and answers the Summary and Application Questions first.

One Month Follow-Up Technical Assistance

The Workplace Literacy Project also can provide individualized technical assistance related to contextualized tutoring. After several tutoring sessions with the YDA, but before the end of the first month of tutoring, the tutor should call Project REACH (1-800-253-4332). As with the pre-service training, staff of Rockefeller College will contact the tutor to schedule a convenient time for individualized technical assistance.

On-Going Technical Assistance

Contextualized tutoring is new for LVA-NYS tutors and for Project REACH, and it is expected that tutors will have many questions as the tutoring sessions with the YDA continue past the first month. When the tutor has questions, have him/her call Project REACH (1-800-253-4332) to request assistance. The tutors will be connected to the appropriate resource.

NOTES:

Section 3 Reporting Process

Contextualized tutoring provided to YDAs is reported in two ways. One reporting process is the same as that used by all LVA affiliates involved with Project REACH. The second is a Division for Youth (DFY) form. DFY requires that YDAs who receive paid time off work for half of each tutoring session have the tutor sign this form after each tutoring session.

Project REACH Reporting for DFY Learners

The reporting process for Project REACH involves two forms. These are the "GOER/REACH Monthly Data" form and the "Project REACH Quarterly Learner List." A sample of each form is included at the end of this section.

"The GOER/REACH Monthly Data" form is simply a progress report on the learner and should be completed monthly, either by the tutor or by the tutor contact person, and sent to the affiliate office. The "Project REACH Quarterly Learner List" is an accumulation of all CSEA employees participating in Project REACH, indicating which are or are not still active in the program.

PLEASE NOTE: When you submit these reports, please indicate on each report which learners are with the Division for Youth.

LVA-NYS compiles the monthly information from each affiliate and submits it to the Governor's Office of Employee Relations (GOER) on a quarterly basis. GOER's fiscal year starts April 1. The quarters are:

1st quarter:	April 1 - June 30
2nd quarter:	July 1 - September 30
3rd quarter:	October 1 - December 31
4th quarter:	January 1 - March 31

The LVA-NYS office asks that you submit the "GOER/REACH Monthly Data" forms and the "Project REACH Quarterly Learner List" to them quarterly. They need these reports in their office by the 10th of the month following the end of each reporting quarter. If you have any questions about this reporting process, contact the LVA-NYS office (716-631-5282).

DFY Reporting

The reporting process for DFY is required only if the YDA is receiving time off from work to attend tutoring sessions. The process involves one form, the "DFY Tutoring Attendance Form."

The affiliate does not need to monitor or collect the "DFY Tutoring Attendance Form." Instead, the YDA is responsible for bringing this form to each tutoring session for the tutor's signature and turning the form in to his/her facility after each tutoring session. Specifically:

- The YDA brings the "DFY Tutoring Attendance Form" to each tutoring session.
- The tutor signs the "DFY Tutoring Attendance Form" for each tutoring session, verifying the YDA's attendance at the tutoring session.

At the last tutoring session, the tutor will indicate on the "DFY Tutoring Attendance Form" the date that the tutoring sessions are ended. The tutor will also indicate if the YDA has been referred to another education provider for further skills development.

GOER/REACH MONTHLY DATA

LVA AFFILIATE _____ MONTH _____

LEARNER NAME _____

Referred From _____

Number of Hours _____ Number of Sessions _____

Site of Session _____

Successes: _____

_____

_____

_____

Problems: _____

_____

_____

_____

Materials Needed: _____

_____

_____

_____

Comments: _____

_____

_____

NOTES:

LVA AFFILIATE: _____

Project REACH Quarterly Learner List

LEARNER NAME	Test/Intake Date	Date Tutoring Began	status (check one)	
			ongoing	terminated (date)

NOTES:

Division for Youth

Tutoring Attendance Form

Pay Period: _____

Name _____ Facility _____

Address _____ City _____

==========

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

Tutoring Session:

_____ _____ to _____ am/pm _____

Date Time Tutor's Signature

==========

The tutoring sessions have ended _____ _____

Date Tutor's Signature

☐ Employee has accomplished his/her learning goals.

☐ Employee has been referred to another education provider for further skills development.
Education provider:_____

☐ Other:_____

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment,** as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

Rockefeller College Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

Ship Material To

Name

Title

Agency

Address

Phone:

Comments

NYS DIVISION FOR YOUTH

ORDER FORM

Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____

Payment: $_____ (Enclosed)

Make Payable and Send To:

NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development & Training
52 Washington Street
Rensselaer, NY 12144

For Additional Information contact: Margaret W. Davis (518) 473-4474

Ship Material To:

Name: _____

Title: _____

Agency: _____

Address: _____

_____

_____

Telephone ( ) _____